



Inspection Report

Pamela Daly

Llanon



Date Inspection Completed

20/07/2022

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection post registration.
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<u>Well-being</u>	Good
<u>Care and Development</u>	Excellent
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children are happy and feel safe in the child minder's care. They settle well and develop positive relationships with their friends and the child minder. Children progress well and are developing their independence. Children are curious learners, and they enjoy their play.

The child minder is highly responsive and attentive to the children. She has a warm and nurturing manner and is an excellent role model. The child minder knows the children very well and meets their individual needs and wishes exceptionally well.

The child minder's home is child friendly and well maintained. Children receive care in a safe, clean, and secure environment. There is ample space and plenty of resources to encourage children to play and learn. Toys and play equipment promote children's curiosity and are in good condition.

The child minder manages the setting effectively in line with regulations and exceeds the National Minimum Standards. There are a range of thorough policies and procedures in place to ensure the smooth running of the setting. Partnerships with parents are strong and the child minder works well with the parents to improve children's well-being and learning.

Well-being**Good**

Children are happy and have lots of fun at the setting. They enjoy being in the company of the child minder and eagerly involve her in their play. Children form warm and affectionate relationships with the child minder. Children snuggle up with the child minder when they start to feel tired. Children know the setting routines well which makes them feel secure, comfortable, and relaxed. They use non-verbal gestures to indicate what they want or need because of their age and stage of development. For example, pointing at toys or reaching up their arms to be picked up.

Children form friendships and interact well. They smile, babble and wave when we arrive at the setting. They play happily, sharing plenty of smiles and laughter. They enjoy the social occasion of mealtimes; they sit nicely in the highchairs, and practice drinking from their beakers independently. Children feel a sense of belonging at the child minder's home and feel at ease with the child minder and her volunteer assistant.

Children are developing their independence skills well, enabling them to do things for themselves. For instance, reaching for the toys that are placed within easy reach, sitting up independently with support from cushions or attempting to hold their own snacks and drinks. The children are engaged and interested in their surroundings, often holding eye contact with the child minder, and following the child minder's movements while playing alongside each other.

Children clearly enjoy their play and benefit from a varied selection of play and learning opportunities. They are interested and fully involved in their activities. Children concentrate for an appropriate length of time in line with their age and stage of development. For example, they reach for the resources they would like from the sensory baskets, and they beamed as they heard the banging noise while pretending to stir. Children have daily opportunities to enjoy the outdoors and their local environment. They play in the large garden, enjoy walks on the child minder's farm to visit the animals, and strolls along the riverbank.

The child minder creates a nurturing and caring atmosphere and has a very thorough understanding of meeting all individual needs and abilities. She is exceptionally dedicated and motivated to provide care and educational activities designed to promote children's learning and play. The child minder incorporates the natural environment into children's daily routines and activities. The child minder is aware of the children's individual development. She plans well and is aware of the children's next steps, which she monitors and records on individual development charts. She identifies skills that have been achieved and those that are emerging. The child minder uses the information about children's developmental progress to support future planning and she tailors activities to children's individual needs.

The child minder understands and has detailed policies and procedures in place, which ensure the children's personal safety and well-being. She has detailed risk assessments, which identify and actively manage risks. She prioritises safeguarding and has a thorough understanding of her responsibilities to protect children. However, she has not completed the Prevent radicalisation training. The child minder considers the children's health and safety well, storing medication safely and clearly recording and considering children's medical requirements and allergies.

The child minder has thorough cleaning procedures and excellent hygiene practice in place. She cleans surfaces regularly using anti-bacterial spray. The child minder encourages children to wash and dry their hands using warm soapy water and individual cloths. She washes her hands thoroughly before and after changing nappies and cleans the nappy changing surfaces thoroughly. The child minder wears an apron and gloves during nappy changing.

Discussion with the child minder shows that she knows the children very well. The child minder understands the behaviour management policy and uses positive behaviour management strategies. She acts as a good role model and promotes good manners. We heard lots of positive behaviour reinforcement and praise throughout our visit. Interactions between the child minder and the children were very positive, exuding warmth and kindness.

Environment**Good**

The child minder makes sure the premises is secure, safe, and clean. For example, doors were locked when we arrived, and our identity checked before entering. Accurate records are kept of children's attendance as well as of any visitors to the premises. The child minder completes risk assessments identifying potential hazards to children and measures are in place to manage these risks. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. The child minder ensures that maintenance checks for the home and appliances are up to date.

The property is spacious and well-maintained indoors and outdoors, with good quality resources to develop independence and learning through play. The indoor environment is warm and welcoming with a spacious area for children to play and move around freely. Play resources are stored at a low level and accessible for the children's ages and stages of development. Children have access to the large open plan living, kitchen and play area. The environment is comfortable with a range of puzzles, toys, dolls, books, jigsaws, sensory toys, and suitable arrangements for children to relax and sleep. There is an accessible bathroom downstairs, with a potty, training step, liquid soap, and individual towels.

The child minder's home is set on a small holding and therefore the outdoor space provides good, spacious opportunities for children. There is a large lawn area where children can play with the ride on toys, water play and a swing set, and there is an area for children to play undercover in the new outdoor classroom. Resources are extensive and promote children's creativity, imagination, and cultural awareness. The child minder monitors these well, regularly checking and replacing broken or worn play equipment. Following the inspection, the child minder confirmed that she had purchased further resources to develop children's awareness of diversity and other cultures, such as books, jigsaws, and dolls.

The child minder ensures equipment suits the children's age range. For example, a step in the bathroom to aid children when washing hands and using the toilet, and stair gates to ensure children cannot enter the front door area or climb the stairs. The child minder ensures toys and equipment are clean and in good repair.

Leadership and Management

Good

The child minder is very experienced and effectively manages the setting. She has a definite vision for her service that she shares with others. The statement of purpose supports parents to make an informed choice as to whether the setting suits their child's needs. The child minder has developed a range of policies and procedures which reflect the quality of the setting offered. The child minder keeps updated records including children's contracts, permissions, and individual needs. Public liability insurance and car documents are current and valid. Adult to child ratios are always met and she records dates and times children are cared for. The maintaining of records is well organised to support the smooth running of the setting.

The child minder has completed an effective annual quality of care report which considers the views of the children and parents. The child minder is reflective of the day to day running of her setting. She reviews her current practice and training, and she shows ongoing commitment to making improvements by identifying next steps to be taken to support further development.

The child minder is appropriately qualified and has completed her paediatric first aid, safeguarding and food hygiene training. The child minder demonstrates a commitment to improving practice and supporting her own professional development, such as by gaining a further understanding of developments in childcare practices like the curiosity approach, in the moment planning and child-led learning. The child minder has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. She also ensures all necessary DBS checks are in place for household members, as well as safe recruitment checks for the child-minding assistant.

The child minder understands the importance of working in partnership with parents to ensure that the children in her care receive the correct support to meet their individual needs. The child minder shares children's daily needs with parents as well as photographs of their activities via email. At key milestones, the child minder completes a very thorough review of the children's developmental progress and sets targets which are shared with parents. Parents say their children love going to Pamela and that the children settle into childcare with no issues at all. The parents noted they could not be happier with the way that the setting is run, and Pamela really is child led, focused and obviously passionate about her role.

Recommendations to meet with the National Minimum Standards

R1. Complete the online Prevent radicalisation training

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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