



Inspection Report

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Pontyclun

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

11/07/2022

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About the service

Type of care provided	Child Minder
Registered places	9
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<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, settled and have developed positive relationships with the child minder and each other. Children are animated and enthusiastic in their play and they have fun. They experience interesting and appropriate opportunities that support and develop their learning.

The child minder promotes a healthy lifestyle and keeps children safe. She is caring, affectionate and is highly motivated and enthusiastic. The child minder manages interactions consistently and calmly and leads by example.

The child minder provides an appropriate range of toys, resources, and equipment to promote learning. The environment is clean, well maintained and provides a welcoming atmosphere.

The child minder is an effective leader, she has a range of policies and records in place and is well organised. She reviews her service annually and ensures she meets the conditions of her registration. The child minder has positive partnerships with parents and keeps them suitably informed. Parents are very complimentary of her service.

Children are confident communicators and have good opportunities to make choices. Children have a good variety of choice in their play and are confident in accessing resources independently. For example, children went to get their choice of activity from the storage boxes or got their own cups out for snack time. They know that the childminder responds to their communication verbally or non-verbally.

Children are content and express enjoyment. They feel very safe, happy, and valued. The children confidently ask to change activities and the childminder follows the children's lead. Children happily chat with the childminder and are excited to go to the service. For example, on arrival at the service one child extended their arms out to go to the childminder. Children are active and express enthusiasm and enjoyment by smiling or joining in with activities. They have a sense of belonging, forming relationships and are familiar with routines. For example, a young child stood at the table ready for lunch without being prompted.

The interactions between the children and the childminder are consistently good and the children co-operate well. They listen to her instructions and answer questions she asks. Children have started to develop friendships with each other. For example, one child began to smile and became excited as another child arrived at the service. Children are learning to share toys and resources and are regularly praised for their good behaviour.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities. They concentrate for an age-appropriate amount of time and the childminder builds on the children's interests. For example, a child went to the painting box and the childminder changed her plans to follow their interests. Children take part in activities that lead to a good sense of achievement and high self-esteem, and they want to show or talk about what they have been doing. For example, a child showed a clip on her finger to the childminder and explained that the doctor gave a similar clip to listen to their heartbeat.

Children experience interesting, age or development-appropriate opportunities that promote their whole development. They enjoy taking part in a range of activities and are confident to follow their own interests. Children have good opportunities to develop their independence skills. For example, during lunchtime they are encouraged to feed themselves or wash their hands before snack.

Care and Development

Good

The childminder promotes health and safety effectively. She regularly reminds the children about keeping safe and includes safety discussions throughout the day. For example, she reminded children to apply sunscreen before going out to play. The childminder promotes good hygiene, cleans the table before eating, follows suitable nappy changing procedures and washes her hands regularly. She demonstrated that she considered the health of children by ensuring that they were hydrated, offering healthy food and ensuring that they washed their hands before eating. She has a general awareness of safeguarding procedures and suitably answered what she would do in the event of a child protection concern. She ensures that the children are safe when going on a school run; in the van, using the correct age/stage car seats and following good procedures for coming into and leaving the house.

The childminder manages interactions very well. She responds consistently to the children's needs and wishes and listens to their views and as well as their non-verbal communication. For example, the childminder did Makaton training to support communication with the children. All interactions are positive, showing warmth and kindness towards the children. The childminder regularly reminds the children of positive behaviour and uses a variety of age-appropriate strategies. For instance, when the younger children wanted the same toy, the childminder used simple vocabulary to remind the children to share together and offered a similar toy as an alternative.

The childminder provides a wide range of appropriate play and learning and therefore promotes the children's development well. She follows a theme and prepares activities on a daily basis and is flexible in planning to follow the children's interests as well. The childminder is aware of the children's individual development. She knows the children well and has individual assessment sheets for each child which show some of the progress the children are making. However, the childminder does not plan for the next steps or review progress on a regular basis. The childminder asks questions regularly to extend children's play and discusses what they are doing. For example, as the children arranged mats on the floor the childminder started numbering the mats and encouraged the children to join in and count them themselves. The childminder promotes the Welsh language, immersing the children as well as supporting their use of the language. She encourages children to develop their independence skills regularly throughout the day.

Environment

Good

The childminder ensures that the environment is safe, secure, and well maintained, both indoors and outdoors. She arranges regular cleaning that reflect her good hygiene practices. The childminder's infection control practices minimise any risks to children's health and safety. She completes satisfactory risk assessments including a fire risk assessment and performs regular fire drills so that children know what to do in the event of a fire. There is a regular programme of maintenance.

The childminder offers an environment has good indoor and outdoor play space and ensures that children can move freely between both. For example, we saw children moving between the outdoor and the indoor area as they wish. The childminder organises the environment appropriately so that it provides a satisfactory range of play opportunities suitable for most of the age ranges cared for. We saw photographs of a local outdoor visit that the childminder undertakes with the children. The childminder has a number of safety gates in place to ensure that children only have access to suitable areas within the home. Children accompany the childminder through the hallway to use the toilet. The house is welcoming, warm, and accessible to all.

The childminder ensures that many children have access to good quality and a variety of age-appropriate furniture, toys, and equipment indoors. For example, small world toys, craft materials, interactive toys, books etc. Many of the resources are stored in material boxes or at low levels.

Leadership and Management

Good

The childminder demonstrates positive leadership skills in the documentation and records that she keeps for her service. She maintains and shares an up to date and effective statement of purpose which accurately reflects the service provided and meets the regulations and National Minimum Standards. The childminder keeps the required records securely and includes specific information about the children as well as all other regulatory information. For instance, she has information about children's individual needs as well as a range of permissions from parents. She uses forms to record accidents, incidents and records any medicine administered to children. There is a comprehensive set of policies in place that demonstrates an understanding of current best practice. Policies are shared with parents. However, she did not completely follow her nappy changing policy. The childminder has a good understanding of her responsibilities to promote the Welsh language and is working towards ensuring that all policies and documents are fully bilingual.

The childminder actively implements self-evaluation of the service. She seeks the suggestions of children and their parents/carers through regular discussion. The childminder produces a basic quality of care report which highlights what she has done over the past year, including where she has made improvements and also any plans for the future.

The childminder manages her time appropriately and prioritises activities according to needs. For example, core training such as food hygiene, safeguarding children and first aid is up to date. She has attendance records that demonstrate that she operates within her conditions of registration by caring for no more than five children at any one time. She has a current disclosure and barring service (DBS) certificate for herself and one other family member. However, on the day of inspection, no DBS certificate was available for an additional member of the household, nor had she completed the online notification to inform Care Inspectorate Wales of an additional household member. Since the inspection, the childminder has confirmed that the additional household member has a current DBS certificate and she has completed the online notification.

The childminder provides parents with appropriate information about their child through verbal feedback and a messaging service. For example, she regularly sends pictures to show what the children have been doing during the week. Parents told us that the childminder was fantastic, works extremely well with parents and that she offers a homely service.

Recommendations to meet with the National Minimum Standards

R1 – Develop planning for the next steps and ensure that there is a regular review of progress.

R2 - Ensure that the nappy changing policy is followed fully.

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
31	The child minder had not informed Care Inspectorate Wales of an additional household member. Ensure that an online notification is completed to inform Care Inspectorate Wales of changes to household members.	Achieved

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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