



## Inspection Report

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**Amlwch**



**Date Inspection Completed**

21/01/2022

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	This was the first inspection of the service since it was registered on 1 February 2019.
Is this a Flying Start service?	<a href="#">Manual Insert</a> 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.

<a href="#"><u>Well-being</u></a>	<b>No Rating Required</b>
<a href="#"><u>Care and Development</u></a>	<b>No Rating Required</b>
<a href="#"><u>Environment</u></a>	<b>No Rating Required</b>
<a href="#"><u>Leadership and Management</u></a>	<b>No Rating Required</b>

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

### **Summary**

***This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.***

Children are happy and have a warm relationship with the child minder. They enjoy their time at the service and are confident to communicate their needs. The child minder is aware of her responsibilities in keeping children safe and healthy. She is kind and supports children in a warm and positive manner. The child minder ensures the premises, toys and resources are suitable for the children and that any potential risks are managed effectively. She manages her service appropriately and understands her regulatory responsibilities. The child minder ensures suitability checks are kept up to date and that parents are kept well informed about their children's development and of any changes to the setting.

**Well-being****No Rating Required**

Children are happy, settled and express themselves confidently. They can make choices about how they spend their time. A wide variety of toys and resources are stored within children's reach so they can access the toys they want independently.

Children have formed a warm relationship with the child minder and each other. They feel secure and are confident in their surroundings. For example, they were happy to talk with us and tell us about the things they enjoyed doing. They are comfortable to let the child minder know what they want and to ask for help when they need it. For example, when bringing the craft table to the lounge area so they can create some art work and when asking the child minder to read them a story.

Children share resources and play alongside each other well. They happily chat to the child minder about what they are doing and are eager to involve her in their play. For example, when pretending to make food in the play kitchen they were keen to involve the child minder and asked what she would like for lunch. Children also enjoy spending quiet times relaxing on the sofa looking at books and are given the freedom to come and join activities at their own pace.

Children have a good range of experiences and are able to spend time outdoors. They have regular walks to local playgrounds, play groups and toddler activities in the local library where they have opportunities to develop physically and socially. Children are encouraged to do things for themselves, such as tidying up at the end of activities, feeding themselves and putting on their own shoes and coats. This helps them to gain confidence and promotes their independence.

## Care and Development

## No Rating Required

The child minder understands her responsibilities to keep children safe and healthy. She has an appropriate safeguarding policy in place, has completed safeguarding training and is familiar with the correct procedures to follow should she have any concerns about a child in her care. The child minder has completed paediatric first aid training and accurately records all accidents and incidents. She ensures regular safety checks take place, such as daily checks of the areas used by children. Fire drills are completed frequently and are recorded in her diary. However, the child minder should consider including more detail in her fire drill records.

The child minder promotes healthy habits and good hydration by providing children with access to water throughout the day. She ensures children clean their hands when appropriate, such as upon arrival at the setting, after using the toilet and before eating, promoting good hygiene.

The child minder has built positive relationships with the children. She is kind and friendly and deals with any unwanted behaviour calmly and fairly. She uses positive methods to redirect children if they begin to show any unacceptable behaviour in line with her behaviour management policy. For example, by giving clear instructions to children and clearly explaining why. She uses positive distraction and redirects children if they start to behave inappropriately.

The child minder plans a range of activities that are interesting and help children to learn and develop their skills. She knows the children well and gathers information about their individual needs prior to children attending the setting. A record of children's progress is kept by collating samples of their work and creating a book at the end of each year which is sent home to parents. The child minder also keeps parents up to date with their child's progress and important information about their time at the setting by sending regular information and photographs through individual secure online messages.

**Environment****No Rating Required**

The child minder provides a clean and safe environment for children. Detailed risk assessments are in place outlining the potential hazards to children and the measures put in place to manage these risks. There is also a separate risk assessment and policy in place outlining the child minder's additional procedures to prevent the potential spread of Covid-19. The child minder told us she reviews all risk assessments regularly, however the date on which they are reviewed is not recorded. The child minder keeps an accurate record of visitors to the premises and also notes which children are in attendance each day, but the times of arrival and departure are not recorded.

The child minder ensures she provides a good range of toys and resources for children to choose from, including dolls, toy vehicles, construction toys, arts and craft materials and role play activities. Toys and games are well organised and stored in boxes which are kept at low level so children can reach them independently. The outdoor play area offers an appropriate space for children to play and explore. There is a slide, sand tray and a selection of ride on toys for children to develop their physical skills.

The child minder has a range of equipment to aid younger children's independence skills. For example, she has toddler toilet seats and steps in the bathroom so children can use the toilet and wash their hands independently. The child minder told us she cleans toys at the end of each day, and completes a deep clean every week, which was also recorded in her diary.

## **Leadership and Management**

**No Rating Required**

The child minder has a sound understanding of her role and regulatory responsibilities and provides a range of policies to enable her to run her service safely and effectively. These policies are clear, informative and updated regularly, although the date on which they are reviewed is not recorded. The statement of purpose gives a clear and accurate description of the service offered, providing parents with plenty of information to make an informed choice. The document also reflects the new procedures put in place during the Covid-19 pandemic, keeping parents up to date with changes.

The child minder regularly seeks feedback from parents and children and outlines planned improvements within an annual quality of care review report. This included the improvements made to date and those planned for the future and provided a clear account of how the child minder responded to any suggestions for improvement.

The child minder ensures that her own as well as household members' Disclosure and Barring Service (DBS) check are up to date. Records provided showed that the child minder gathers all required information about children prior to them attending. This allows her to plan effectively to meet children's individual needs. Parents are provided with a copy of all the service's policies, which they are asked to sign to show their understanding and agreement. The child minder also asks parents to sign permission slips for their children to take part in outings and activities during the Covid-19 pandemic as well as for taking photographs and administering first aid.



## **Recommendations to meet with the National Minimum Standards**

R1. To include more detail in fire drill records.

R2. To include accurate times of arrival and departure on records of children's attendance.

R3. To record the dates on which policies and risk assessments are reviewed.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
N/A	No non-compliance of this type was identified at this	N/A

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

**Date Published 28/02/2022**