



## Inspection Report

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**Aberdare**



**Date Inspection Completed**

14/09/2022

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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	<a href="#">Manual Insert]</a> Post Registration Inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children feel very secure, happy, and comfortable at this setting. They play freely, have fun, and express themselves well. Children choose toys and activities from the selection available. They have a very good relationship with the child minder.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She offers a range of free play opportunities and some planned activities for children to access independently or with support.

The child minder ensures the environment is safe, clean, and well maintained. The premises are homely, welcoming and well organised. The child minder provides an adequate range of resources, which provide opportunities to develop children's learning and physical skills.

The service is generally managed well. The child minder has a beneficial range of policies and procedures in place. Communication with parents is effective. We have made five recommendations at the end of this report.

Children have a strong voice and feel comfortable to express themselves through verbal and non-verbal communication. Children have opportunities to make choices and decisions. For example, they play freely and make choices about the toys and activities they play with and select a favourite book for story time.

They engage and chatter away to the child minder, receiving nurturing and appropriate responses. Children feel safe, happy, and valued. They are very settled and relaxed, coping well with separation as they are quickly comforted when upset. Children display positive emotional bonds of attachment with the child minder and seek out cuddles and reassurance. They know the routines well. For example, at mealtimes and nappy changing time. Children are active and express enthusiasm and enjoyment. They have fun with the child minder. We heard them laugh and say “*more!*” as she lifted a dinosaur “*up to the sky*” and then brought it back down, tickling the child as it landed.

Interactions between children and the child minder are consistently good. Children co-operate well and are actively engaged and interested in their play and the routines of the day. The child minder treats the children with respect and takes their views into account. For example, she asks children if it is okay to check their nappy.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, one child showed enjoyment and curiosity when exploring the texture of a foil blanket which he was laid on and another was engrossed in a story and talked with the child minder about the pictures. Children have freedom to safely explore their indoor environment. They have good opportunities to initiate their own play and to influence their activities. They freely choose toys from the resources available. For example, one child was particularly interested in dinosaurs and chose toys and books linked to this interest. They can choose to relax and have quiet times. One child chose to have a nap after his lunch and was made comfortable by the child minder.

Children are well supported in beginning to develop their independence. They are actively encouraged to choose toys and stories which interest them. They confidently explore the indoor environment and are encouraged to participate in the decision-making process with regards to mealtimes and nappy changing times. For example, we heard one child being asked, “*do you want your drink?*”

## Care and Development

Good

The child minder has a range of purposeful policies, which promote the children's safety and well-being. Her safeguarding training is up to date, and she has procedures in place to safeguard children, appropriately and confidently answering child protection scenarios. The child minder promotes children's health successfully. She holds current first aid and food hygiene certificates and has completed additional training in food allergies and intolerances. There are systems in place to record accident, incident and medication administration. Effective hygiene practices are in place, with regular cleaning routines followed. For example, the nappy changing equipment is cleaned after each use and the highchair is thoroughly cleaned after mealtime.

The child minder has an appropriate behaviour management policy in place. She follows the policy and uses the management strategies consistently, praising children for their achievements and encouraging good manners. She positively models the language associated with good manners and acts as a good role model at all times. The children benefit from a flexible settling in period and the child minder is accommodating to the needs of the parents using the service.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. The child minder strives to understand and communicate with the children in her care. Her interactions with the children are positive demonstrating warmth and kindness. She delights in the fact that one child has recently mastered her name and laughs along with a child who gets a fit of the giggles. One parent who uses the service told us they were very happy and attracted by the child minder's "*warmth*". She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, she consistently introduced Welsh vocabulary when discussing animals with one child. We saw evidence of planning and resources linked to diverse cultures including Diwali and Chinese New Year. She observes and assesses the children's engagement with resources at local playgroups and makes considered purchases as a result.

**Environment****Adequate**

The child minder ensures that the indoor environment is safe, clean and well maintained. She keeps a record of the visitors to the premises. She practises fire drills at appropriate intervals varying the route of escape. The child minder supervises children well and makes regular checks on sleeping children. She completes risk assessment for the environment. However, she does not record dates consistently to evidence regular review. At the time of our inspection visit, the child minder did not have a written risk assessment for the outings she undertakes with the children.

The child minder's premises are welcoming, homely and well organised. The children benefit from a spacious lounge area and adjoining playroom. The playroom is bright, engaging and inviting with the children's work on display. Within the playroom there is accessible storage containing age appropriate toys and resources. The child minder accompanies children to the ground-floor bathroom, which is clean and well maintained. This is a recent addition to the house and has had a positive impact on the service offered by the child minder, for example when potty training. There is a good size, secure outdoor play area which is currently undergoing improvement. The child minder shared plans relating to the outdoor area and discussed the positive impact this improvement will have on the children in her care. For example, the children will be able to freely access the outdoor environment via the patio doors in the living room.

Indoors, the child minder ensures the children have access to an adequate range of toys and play equipment that suit their individual needs. Toys and resources are stored appropriately, and the layout and design of the environment promotes children's independence. For instance, children can access play toys and resources themselves or ask the child minder to pull out what they want. The child minder ensures the play environment is homely and nurturing, providing some interesting activities and play equipment.

## Leadership and Management

Adequate

The child minder runs her service well. She is organised and keeps most of the required records. At the time of the inspection visit, the child minder's grandchildren were not recorded in her daily registers. This has been swiftly rectified by the child minder, who has taken immediate action to address this point. She has up to date car documents and certificates such as insurance in place. The child minder has a satisfactory statement of purpose in place that reflects the service provided and meets the National Minimum Standards. She has beneficial, easy to read, policies in place.

The child minder has a basic understanding of her responsibility to promote the Welsh language making a consistent effort to use incidental Welsh with the children during our visit. Her training is up to date, and she has some understanding of current best practice relevant to the children in her care. For example, she attended food allergy and intolerance training, with the understanding gained on this training benefitting the children in her care.

The child minder reviews and reflects upon her service and produces a basic quality of care report. She seeks the suggestions of people who use her service in her evaluation process. The child minder responds positively to information and advice given to improve her service. The most recent quality of care report was a little outside the timescale expected, however the process of collecting parental questionnaires was underway.

The child minder promotes positive partnerships with parents. She is flexible and provides support to parents who require additional support and reassurance. She keeps parents up to date regularly through verbal and private messages. One parent told us that they receive *"very good hand over information."*



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

- R1. Ensure that risk assessments are dated and that review dates are evident.
- R2. Ensure any outings are appropriately risk assessed.
- R3. Ensure quality of care report is completed in a timely manner.
- R4. Further develop the use of Welsh at the setting.
- R5. Ensure that the statement of purpose remains up to date at all times and reflects any changes at the service.

### 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
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N/A	No non-compliance of this type was identified at this inspection	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.

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