



Inspection Report

Nicola Margaret Roberts

Pontypridd



Date Inspection Completed

26/01/2023

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About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection since registration
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.

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

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

Summary

Children are happy, relaxed, and comfortable in the child minder's care. They develop positive relationships with each other, the child minder and her family members. Children of all ages communicate confidently with the child minder. They experience a suitable range of activities and enjoy their play. Children make progress and are developing their independence.

The child minder delivers warm, supportive care. She interacts very well with the children and supports them in their play. The child minder knows the children very well and keeps them safe and healthy.

Children receive care in a safe, clean and secure environment. There is sufficient space with a variety of toys and resources available. These are organised, in good condition and promote children's play and learning. The child minder has recently developed her garden to provide a stimulating outdoor play space. However, we did not see this in use during the inspection.

The child minder's management of her setting is developing well. There are a range of policies and procedures in place to support the smooth running of the setting. She has undertaken all mandatory training and has attended additional courses to support her practice going forward. Parents feedback is very complimentary of the setting and the child minder builds positive partnerships with them.

Well-being**Adequate**

Children have some opportunities to make choices and decisions about things that affect them and how they spend their time at the setting. For example, they can choose what fruit they would like for snack or what toys and resources they would like to play with. They communicate confidently in a variety of ways because they know the child minder will listen to them. For example, a younger child pointed to a basket of toys they wanted knowing the child minder would lift it down for them.

Children are very happy and settled with the child minder. They experience very flexible settling in procedures which help them to feel safe and secure. As a result, they develop confidence and form close bonds with the childminder.

Overall, children interact and behave well as is appropriate for their ages and stages of development. Younger children play alongside each other, and older ones manage their behaviour well. They are learning to respect others, to share and to take turns. Children are familiar with routines and follow the child minder's directions, such as when she asks them to wash their hands or get ready for the school run.

Children enjoy their play. Younger children enjoyed choosing which song they wanted to dance to, the shape game and looking at books with the child minder. After school children asked where the 'magic crystals' were and showed great delight as they handled, counted and sorted them. Overall, however, after school play and activity opportunities were more limited. Children asked if they could play outside, but during our visit they were unable to, as the child minder had not yet risk assessed the newly installed play equipment. The child minder told us children usually spend a lot of time in the garden.

Children can learn and develop from the activities and experiences provided for them. They develop their play independently and with the child minder's support. For example, younger children engaged alongside each other in imaginative play with a large ark and animals. Children have suitable opportunities to develop their independence skills. For example, children learn to take off their shoes and put them in the shoe box and hang up their coats when they arrive. They use the bathroom facilities, washing and drying their hands independently, help to lay the table and eat independently.

Care and Development

Adequate

The child minder has appropriate procedures to keep children safe and healthy. She has a range of policies and procedures which promote children's health and safety. However, she does not always fully follow these. For example, she ensures children wash their hands before meals and after using the toilet, but they do not always wash hands before eating snacks and she did not provide individual or disposable hand towels in the bathroom. Since the inspection visit the child minder has confirmed she will implement changes in her practice. The child minder has a suitable safeguarding policy and ensures she keeps her child protection training up to date. She understands the process to follow should she have concerns about a child. However, she does not always record injuries or marks children have when they arrive at her setting. The child minder keeps consistent records of children's attendance but did not record their actual times of attendance. Since our visit, she has confirmed she now records the times. The child minder has appropriate systems in place to record accidents and safe administration of medication. She has up-to-date training in paediatric first aid, enabling her to deal with minor accidents confidently. The child minder prepares healthy home cooked meals and, overall, provides, and encourages children to eat, healthy snacks. She implements good hygiene procedures when changing nappies, although her policy does not fully reflect her practice. The child minder has effective systems for managing allergies and food preferences.

The child minder has a lovely manner with the children, her interactions are positive, demonstrating warmth and kindness. She has a suitable behaviour management policy and uses positive techniques such as explanation and distraction to manage minor upsets. She knows the children well and responds positively to their needs.

The child minder supports children's learning and development through the experiences she provides and her interactions with them. She is sensitive to the needs and experiences of individual children. She regularly praises the children and talks to them in a way suited to their age and level of understanding. Her interactions are particularly effective in supporting their language development. The child minder plans activities informally, she asks children what they would like to do and where applicable aims to make this activity available next time they attend. She identifies where children need extra support and discusses this with parents. The child minder does not record observations of children or record their development. She told us she has identified this as something she needs to develop in her practice. The child minder did not use any Welsh with children during our visit.

Environment**Adequate**

The child minder ensures her home is secure, safe and exceptionally clean. For example, she keeps external doors locked and has an entry system that includes a camera. She keeps records of visitors to her setting. The child minder has suitable risk assessments in place and supervises children well. She keeps comprehensive records of daily safety checks, cleaning schedules and kitchen procedures such as recording she has checked fridge temperatures and probed food. She has confirmed since the inspection that she now records actual temperatures as well as recording she has done it. The child minder ensures her home is well maintained although she had not arranged for the annual boiler service which was overdue. Since the inspection she has provided evidence that she has now had the boiler serviced. She carries out occasional fire evacuation practices, but these are not regular enough to ensure children are familiar with the alarm or know how to leave the premises safely in the event of an emergency.

The child minder provides a welcoming and friendly environment for children. It is light, bright, and has sufficient space for children to play and learn. Children have use of the open plan kitchen/living/dining room and can easily and safely access the downstairs bathroom from here. The child minder uses her hallway to provide a useful information display board for parents that promotes equality and diversity and individual coat hooks at children's height which helps their independence in managing outdoor clothing. She provides suitable sleep space in a separate room if required and there are comfortable sofas and chairs on which children can rest and relax if they choose. Older children are able to use electronic games facilities, with relevant parental permissions, in a separate room if they wish. Children can access a very well-resourced garden directly from the play space. The child minder has used a recent grant to re-equip her garden to create a space that gives children many additional play and learning opportunities. However, children were unable to use this area during the inspection as the child minder had not risk assessed it.

The child minder provides a good range of resources, appropriate for a range of ages and interests. They are attractively displayed, and children can access many of them independently. All the resources we saw were of good quality, clean and in good condition.

Leadership and Management

Adequate

The child minder is developing the management of her business well and is committed to providing a good quality service. She has a suitable range of policies and procedures in place to support the running of her setting. Although a few of these do not fully reflect her practice and she has not dated them, making it difficult to see if the child minder has reviewed them. The child minder has a Statement of Purpose which accurately reflects her setting. Overall, paperwork is organised, clear and consistently completed.

The child minder has attended training on assessing the quality of her care and has started to collect views and evidence for use when carrying out a review. However, she has not completed a review of the quality of her care, as is required by regulation, since her registration. Whilst no immediate action is required, this is an area for improvement, and we expect her to take action.

The child minder ensures she and all household members over the age of sixteen years have up to date disclosure and barring service checks (DBS). The child minder understands the importance of keeping up to date with current practice and the need to refresh her training and skills regularly. She ensures she regularly updates her mandatory training such as paediatric first aid, in line with legislation. She has also undertaken a range of other training; covering topics to support and extend children's learning opportunities. For example, an introduction to the Curriculum for Wales, supporting communication and a transition to Playwork qualification.

The child minder develops good partnerships with parents. She puts in place a contract for each child which she and parents sign and exchange. She collects relevant information to ensure she can meet children's individual needs and gathers comprehensive permissions to cover a range of scenarios such as seeking emergency medical treatment and taking photographs. The child minder communicates verbally with parents daily. We saw relaxed and detailed hand overs when parents collected their children. She also effectively uses a messaging app to keep parents informed of how their child is throughout the day. We saw some extremely positive feedback from parents about the child minder in the information she is gathering to inform her quality-of-care review.

Recommendations to meet with the National Minimum Standards

R1 Ensure records are made of any marks or injuries children have when they arrive at the setting.

R2 Review some hygiene procedure to ensure they are in line with policies and infection control measures.

R3 Develop planning, observation and assessment practice to support tracking of children's development and planning of activities for all ages that support interests and next steps in learning.

R4 Develop the use of Welsh.

R5 Ensure fire evacuation practices are carried out regularly.

R6 Ensure all policies and paperwork accurately reflect practice and the service provided; are dated and regularly reviewed.

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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16	<p>The child minder has failed to review the quality of her care since registration in 2020. This must be done at least annually, support improvements to her setting and include the views of children, parents and any other relevant persons as set out in regulation. The child minder must review the quality of her care at least annually taking account of the views of relevant people and must prepare a report of that review which she makes available to relevant people on request.</p>	New
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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.

Date Published 22/03/2023