



## Inspection Report

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**Pontypridd**



**Date Inspection Completed**

12/08/2022

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## About the service

|  |  |
|--|--|
| Type of care provided                                      | Child Minder   |
| Registered places  | 7  |
| Language of the service                                    | English  |
| Previous Care Inspectorate Wales inspection                | This is the first inspection of the service.   |
| 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. |

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

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

## **Summary**

Children are happy, have lots of fun and thrive in the child minder's care. They have excellent relationships with the child minder and other children. Children are confident communicators and frequently make decisions about their care and play. Children progress well in their development through skilful support from the child minder and stimulating activities that respond to their interests and individual learning needs.

The child minder implements exceptionally good policies and procedures to promote children's health and safety. Hygiene practices and routines are thorough and effective safety measures are in place. There is a wealth of good quality resources and equipment inside and outside that enrich children's experiences. The child minder is relatively new to the role and is well-qualified and committed to ongoing training to keep her knowledge updated. She knows the children and their families very well and offers excellent care.

The child minder implements effective policies and procedures to promote children's health and safety. Their hygiene practices and routines are thorough and good safety measures are in place. The child minder arranges the play areas to provide sufficient space for a good range of activities. The outside area has been developed to provide plenty of physical activities. There is a wealth of good quality resources and equipment that enrich children's experiences.

The child minder provides a high quality service for children and parents and implements her statement of purpose well. She operates a very well-organised business, reviewing how her service operates on a regular basis. All parents commented on the excellent service they receive.

**Well-being****Excellent**

Children express themselves very well and are free to make many choices and decisions during their time at the service. They choose what they would like to do and equipment they want to use from the very good range of resources accessible to them. They confidently approach the child minder for general conversations and to ask for help. For example, a child asked to fill a water pistol to spray the outside wall and it was provided promptly. Children who are non-verbal can make their wishes known as the child minder knows them very well. Children express their wishes about whether they want to play inside or outside.

Children are very happy and relaxed in the care of the child minder. They have very positive relationships, engaging with the child minder in a spontaneous and comfortable manner. We saw numerous instances when children responded positively to direction and happily followed routines, such as sitting to eat food, tidying up and washing hands. Children interact and play very well together in line with their age and stage of development. Children smiled and played happily together or independently. Children who do not want to interact are given space and time to engage in an activity when they are ready.

Children take the lead in their play and actively follow their interests. As a result, they enjoy their play and learning very much, engaging in activities in line with their age and stage of development. For example, children enjoy playing in the garden with sand and experimenting to see what floats in water. A child asked to organise some resources and enjoyed the responsibility and praise they received for this. They engage well with the child minder, asking questions about the environment and activities. One child told us they were having fun and smiled broadly as they paddled in the pool and ran around outdoors.

Children thrive and make excellent progress in their learning and development. Children are developing very good self-help skills and levels of independence, in line with their age and stage of development. We saw children access the toilet independently, feed themselves, access toys equipment and generally direct their own play. They are confident to find their own resources and are motivated to follow their own interests. They have good social skills that are promoted effectively through interactions.

## Care and Development

Excellent

The child minder is very knowledgeable regarding childcare matters and implements her clear policies and procedures effectively. She is confident in her knowledge of child protection issues and the procedures to follow with any child welfare concern. She promotes health lifestyles through diet and physical activities, with plenty of outdoor play opportunities such as trips to parks. She has excellent knowledge of children's individual needs, including any dietary requirements. She provides nutritious home-cooked meals with fresh ingredients enabling her to monitor what she uses.

The child minder is very skilled at managing interactions and implementing realistic boundaries. She includes children in discussions about the house rules, so that they understand them. The child minder takes a very positive, calm, and respectful approach with the children. For example, she asks them to tidy away toys to make space for more and to share toys. The child minder gives the children lots of positive feedback, praise, and encouragement for their efforts, promoting their self-esteem.

The child minder promotes children's play and learning very well. She uses her in-depth knowledge of children's individual needs to successfully observe, assess and plan for their learning. Children's electronic developmental assessments and photographs, show a wealth of stimulating activities and play experiences. She tailors her support based on children's needs and skilfully introduces learning through play. Children are really happy and enjoy their time at the setting.

## Environment

**Good**

The child minder provides an inviting, rich environment that nurtures children's needs and supports them to reach their full potential. The child minder effectively ensures that the premises are safe and secure. Robust written risk assessments are in place. Additionally, there are safety checklists that the child minder uses effectively to ensure hazards are identified on a daily basis. The child minder is aware of the risks associated with these and appropriate measures are in place to mitigate them. The premises are secure and appropriate safety equipment such as gates are in place. There are systems in place for the safe collection of children from school and a risk assessment has been drawn up. All the necessary insurances are in place and gas safety checks, electrical testing certificates and car documents are up to date.

The child minder offers a rich, child-centred environment that is friendly and inviting. Resources in the lounge and outdoors are easily accessible for children. The toilet is in the hallway and most children are supervised and supported to use this according to their individual needs. There is a dining area in the lounge for mealtimes and suitable equipment supports children to sit together at the table. There is direct access to the enclosed outside play area, which provides a safe area for children to enjoy a variety of activities such as sand and water play.

The child minder provides a wealth of high quality toys and resources that provide very good play opportunities and challenge for children. The resources promote their learning and engage their interests very well, such as role-play, reading and construction activities. Resources and play areas are interesting and some resources promote Welsh and other cultures that help children begin to appreciate diversity and a multicultural society from a young age.

## Leadership and Management

Excellent

The child minder is motivated to provide a highly organised, quality service and is passionate about supporting children to thrive and reach their full potential. They have strived to provide a consistent service for children during the Covid-19 pandemic. The operational plan and informative Statement of Purpose provide useful information about the service provided. The child minder has excellent knowledge of the detailed and well-written policies and procedures and implements them successfully. The child minder maintains daily records such as accidents and attendance very well. The child minder is reflective and continually looks at ways she can improve and build on her already good quality service. She has high expectations of herself and her child minding business. She outlined some of the improvements she has made to keep their service up to date and in line with current best practice. They have undertaken a review of the quality of their service on an annual basis and sought the views of all relevant parties, such as parents. They produce a comprehensive report of her annual review, and this includes a list of priorities for improvement. They have completed the Self-Assessment of Service Statement and submitted it to CIW when required.

The child minder is committed to extending their knowledge and skills. In addition to the recommended courses, they have completed a Level 3 course in childcare and are in the process of undertaking a course in play work. The child minder researches different topics to extend her learning for example, additional learning needs such as autism. This supports her to provide a personalised service that meets children's individual needs. This enables her to carry out her role confidently and to a high standard.

The child minder has a very good relationships with parents who speak very highly of her and the service. They seek comprehensive information of each child's preferences, medical details etc from parents, so that their care needs are understood before they start at the service. This ensures the child minder can put appropriate plans in place to provide suitable care. The child minder keeps parents well informed about their child's experiences and development through numerous methods of communication such as secure social media and an electronic app. Regular conversations, photographs and recorded observations help parents understand how well their child is progressing. Parents told us how they value the service they receive, how they receive good information and how much their children enjoy attending the setting. The child minder has a good relationship with the local authority childcare team. During the Covid-19 pandemic, the child minder developed good partnerships with the environmental health and public health departments. She notifies CIW promptly of pertinent events and changes to the service.



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

None

### 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 inspection | N/A |
|-----|--|-----|

| <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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