



Inspection Report

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Mold



Date Inspection Completed

07/09/2022

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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	Post registration inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and 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>	Adequate

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

Summary

Children are happy and settled. They form positive relationships with the child minder and her family. Children communicate well and are not afraid to express their opinions and make requests. They have fun playing indoors and outdoors and have a variety of experiences which support their learning and development.

The child minder promotes a healthy lifestyle and aims to always keep children safe. She is caring and genuinely interested in the children she cares for, treating them equally as her own. She manages interactions and behaviour well, is calm and patient and leads by example. The child minder enables children to follow their own interests and is keen to use the outdoor environment to enhance experiences.

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

The child minder manages her service well and has good knowledge of her role. She understands the requirements of the regulations and National Minimum Standards to guide her child-minding practice. She is conscientious and has high expectations of herself.

Children have many opportunities to make choices and decisions about how they spend their time at the setting. For example, when deciding which toys they want to play with and whether they play indoors or outdoors. They are often asked what they would like to play with, but most of the time they can reach what they want. One child told us they enjoy playing outdoors and get to visit local places of interest to them such as the woods and the Zoo.

Children communicate their needs effectively and know the child minder will listen to them and will carefully consider what they have to say. This helps children to feel comfortable and secure and confident to make requests. They express their opinions well, asking for toys such as the camper van set to be brought out. Children receive praise and compliments from the child minder for their efforts. For example, they receive encouragement when looking at books, showing an interest and concentrating on the story and joining in by calling out the rhyming words.

Children's emotional needs are very well met, and they have clear bonds of affection with the child minder. Children like the closeness of sitting with her to chat. They feel a sense of belonging and attachment and settle easily within the home from home environment. Some children have been cared for by the child minder since they were very young and feel part of her family, playing happily with her own children. They approach the child minder for comfort and reassurance when needed.

Children enjoy following their own interests and playing with other children at the setting. They are making good progress in their play and learning and are becoming increasingly independent and confident individuals.

Care and Development

Good

The child minder has appropriate information in policies and procedures, to keep children safe and healthy. She has a level 3 qualification in safeguarding and has previously worked with children. Records of accidents and incidents are completed using appropriate forms, and signed by parents. The child minder has a first aid certificate and is confident enough to deal with minor injuries. Healthy eating is promoted, as the child minder has completed an 'eating well for pre-school' course. She uses games such as the 'Lunch Box game' to explain why certain foods are not as healthy as others. Healthy picnic lunches and snacks are provided for outings, and hot meals usually include a meat option with vegetables. The child minder has not yet carried out fire evacuations with young children, but stated she will keep a record of drills with any learning points to consider for the future. The special educational needs policy does not refer to most up to date legislation.

The child minder supports children to manage their feelings and behaviour successfully. She uses feeling stones (stones with painted happy, sad, cross faces for example) which children remove from a bag to show others how they are feeling. She treats children with respect and gives praise for their positive actions, efforts, and achievements. The child minder is a positive role model and children benefit from the calm and settled atmosphere she provides. She interacts with children in a kind and caring manner and is responsive to all their individual needs. She has two pre-school children of her own who interact with the minded children well.

The child minder provides children with a good variety of interesting and stimulating experiences. She is aware children learn through their play and has some awareness of the new curriculum for Wales and 'in the moment planning'. She encourages children to follow their own interests and asks questions to develop their acquisition of language skills and to stimulate their interest and learning further. For example, a child pretending to be on the phone was asked to answer questions about who was there and what they were doing. When looking at books, the children are aware of certain authors, who their favourite is, and why. This learning had been sparked by the children's own interest in rhyming words. Occasionally the child minder uses simple Welsh phrases to promote the use of Welsh within the setting. The child minder encourages children to be physically active each day. She arranges visits to local parks, toddler groups, and the Zoo on a regular basis. Children look forward to and really enjoy outdoor and social activities, and parents are pleased their children have such exciting opportunities. The child minder promotes children's independence by allowing them to learn new skills through experiences.

Environment

Good

The child minder provides a safe and secure environment for children and supervises them well. The house is safe and secure, and children cannot leave unattended. The house is clean and well maintained. All routine maintenance checks for the building, including servicing the boiler, are up to date. The child minder keeps a register of when children arrive and leave the service. Clear risk assessments are in place for the premises and activities away from the home. These documents show how well she considers all hazards which could affect children's wellbeing. For example, to minimise risks, high visual jackets are worn by children when on outings. We discussed the use of risk benefit assessments for activities when visiting playgrounds and places of interest. The child minder is very aware of the benefits of 'risky play'.

Child minding takes place on the ground floor of the child minder's home in a designated playroom, which has direct access to the outdoors. There is a temporary barrier in use to prevent babies from leaving the playroom unsupervised. On occasions the lounge is used as it is easier to heat in the winter, and an upstairs bedroom is used under direct supervision, but only by older children. The children have supervised access to the kitchen and utility area for cooking and messy play activities. The child minder takes extra precautions with very young children. For example, toys with small parts are stored safely out of reach. Bathroom facilities are easily accessed and are clean and fully equipped with paper towels for children to avoid any cross infection. The child minder's home provides children with sufficient space to play and is comfortable and welcoming. Appropriately sized furniture for children is provided for tabletop activities and for them to eat their meals. The child minder provides a wide range of toys and equipment that are suitable for each child's stage of development. She rotates the resources frequently to provide different learning experiences. All equipment is well-maintained and of good quality.

The child minder ensures children have good access to the outdoor area for active play activities. A good range of ride on toys and equipment is available in the garden. The child minder encourages children to spend as much time as possible outside, weather permitting. She has set up play areas using a play tent, sand and water troughs, and a mud kitchen to enhance experiences for children. Frequent use is made of her orchard garden, local woodlands, country paths and roads for nature walks and activities.

Leadership and Management

Adequate

The child minder manages her service well and has good knowledge of her role. She understands the requirements of the regulations and National Minimum Standards to guide her child-minding practice. She is conscientious and has high expectations of herself. The child minder has identified the use of information technology as an area she needs to further develop, as online facilities with the Care Inspectorate Wales (CIW) are an essential part of her role as a child minder. She maintains all the appropriate records as needed and has reviewed her contracts. There is a clear statement of purpose and set of policies and procedures in place which provide parents with accurate information about how the service runs. She has an up-to-date disclosure and barring (DBS) check, and ensures checks are in place for other persons over 16 years living at the property. The child minder provided CIW with information requested during the inspection via her online account. We discussed the importance of notifying CIW of significant events and any changes to her service by using her online account.

The child minder is reflective and committed to improving her service. She actively asks for feedback from parents and talks to children about what they enjoy. She has not yet been operating for twelve months as she was voluntarily suspended for six months during the pandemic whilst caring for her own children. The child minder has therefore not completed an annual review of her service, but she is aware of the annual self-assessment of service which she will be asked to complete soon.

Partnerships with parents are very good. The child minder has a complaints policy which she gives to all parents along with a range of other policies when they register their children. No complaints have been received. All feedback surveys received were very positive and complimentary.

Recommendations to meet with the National Minimum Standards

R1 The child minder must ensure her special needs policy and procedures are updated and refer to the Additional Learning Needs (ALN) Act which sets out the new statutory support system in Wales for children and young people with special needs.

R2 The child minder must ensure fire drills are practiced routinely, even with very young children.

R3 The child minder must ensure she notifies CIW of changes in service and significant events, using her online account.

R4 The child minder must complete an annual quality of care report.

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
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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 19/10/2022