



Inspection Report

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Pontypridd

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/01/2024

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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	27 May 2022
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<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 confident that their voices are listened to. They are settled and happy and their interactions are good. They show enjoyment in their play opportunities and develop suitable independence skills.

The child minder effectively keeps children safe and healthy. She successfully promotes positive behaviours through praise and enhances children's self-esteem. The child minder organises the play and learning activities according to children's age, needs and interests.

The child minder keeps the environment adequately safe. She provides a clean, comfortable, and welcoming environment for children. The child minder provides an extensive range of resources that are suitable for the different stages of development.

The child minder manages her setting adequately. She has appropriate systems in place to review the care that is provided. The child minder is a suitably qualified childcare practitioner and keeps training up to date for herself and her assistant. However, there are areas for improvement in relation to provision of information, keeping of records and staffing requirements. Partnerships are suitable.

Children are confident that their voices are listened to. They contribute their ideas and communicate their needs with the child minder. For example, a child chose to wear their slippers on arrival at the setting and others chose to have their comforters with them during play. Children are confident that their preferences are being considered. For example, children liked playing with particular dolls and sit on their favourite-coloured chairs to eat their snack and lunch by the table, which is acted upon and respected by the child minder and her assistant.

Children are settled, happy and relaxed. They are comfortable within their play environment and move around with ease and confidence. Children feel safe and close to those caring for them. They go to the child minder and the assistant for cuddles and comfort. Children feel a sense of achievement and feel valued as they are praised for sorting coloured bears and making patterns with them. Children freely engage in conversations with the child minder in their own language of Welsh or English.

Children's interactions are good. They show consideration and kindness towards each other. For example, children gave each other cuddles when they were tired. Children respond well to distraction techniques used by the child minder when they wanted the same doll. They show positive attachments with carers going to them to have stories read to them.

Children show enjoyment in their play opportunities. They initiate their own play with role play toys and resources in the under the stairs home corner/café area. Children engaged in activities that involved story telling by saying "*Snap Snap!*" and laughed hysterically and jumped to 'hop little bunnies.' They enjoyed rocking on the rocking horse and laughed loudly as they chased and popped the bubbles blown by the child minder.

Children's independence skills are developing well for their ages and stages of development. They access resources that interest them and choose to play alone or with others. Children are familiar with their routines, such as sitting at the table at mealtimes and washing hands before eating. They develop mathematical and language skills which include sorting colour and patterns, turning pages in books, and feeding themselves with finger foods and spoons.

Care and Development

Good

The child minder and child-minding assistant effectively keep children safe and healthy. They have a good understanding of child protection and safeguarding children. For example, they know the appropriate steps to take if there was a child welfare concern. The child minder promotes healthy lifestyles, encouraging children to drink from their water bottles, offering healthy food options and water for children, in line with the 'Food and nutrition guidance for childcare settings.' They keep areas clean and ensure they wash their hands before preparing foods for children. The child minder ensures that personal protective equipment (PPE) is used when changing children's nappies and areas are sanitised between each change. They supervise children well and keep records of incidents, accidents, pre-existing injuries and medication records with signatures of parents and carers. The child minder and her assistant have current paediatric first aid, food hygiene certificate and online safeguarding training. However, the safeguarding training does not meet the requirements of the national minimum standards.

The child minder and her assistant successfully promote positive behaviour strategies with children. They encourage children to take turns and distract children when they want the same toys. The child minder encourages children to share resources whilst playing games with coloured hoops on a tree. She promotes good self-esteem in children as they are continuously praised with words such as 'Da iawn,' given high fives and stickers for their achievements. The child minder and her assistant are good role models. They encourage children to say 'please' and 'thank you', and to be kind to each other.

The child minder enhances children's independence skills by encouraging them to dress and feed themselves. She organises the play and learning activities according to the children's age and stage of development. The child minder has a range of planning ideas which enhance a range of different skills for children's development, which include themes such as gardening, messy play and bubbles as well as following a Welsh phonic development pack. She records children's language, mathematical, physical, and personal development, and recognises children's developmental next steps. Children are cared for by a child minder who can meet their Welsh language needs. For example, she promotes Welsh songs such as 'Bore da' and the song for days of the week, as well as changing from Welsh to English according to the parents' preferences and choice of language for their children.

Environment**Adequate**

The child minder keeps the environment safe. She conducts risk assessments and reviews them regularly, along with a daily risk assessment check of the environment. The child minder keeps visitors records and identification badges are checked on arrival. However, the front door is not always locked during child minding hours. Safety gates and doors successfully separate areas which are not accessible to children. The child minder ensures chemicals and medicines are kept away from children's reach. Fire drills are implemented in practice. However, not all maintenance certificates were available for inspection.

The child minder provides a clean, comfortable, and welcoming environment for children. The environment meets the needs of the children. The playroom is organised to provide it's own toileting area, outdoor area and kitchen which is separated from the main household. The child minder provides low level dining chairs and tables which are appropriate for dining and tabletop activities. The areas indoors and outdoors provide sufficient space for children to play comfortably. Changing areas and toileting facilities are suitable and provide for children's privacy and dignity. The child minder displays children's creative artwork, and labels of fruits, colours and children's names displayed on the walls.

The child minder provides a suitable range of resources that meet the needs of children's ages and stages of development. Indoors, there are crafts, mark making resources, puzzles, construction toys, role play resources and Welsh and English books. There are puzzles, jigsaws and bilingual books for older children and dolls, musical and soft toys for younger children. Outdoors, the child minder provides a low-level climbing area with slide, push along toys and seating area with physical play resources. There are resources that promote children's awareness of cultures and diversity.

Leadership and Management

Adequate

The child minder manages her setting adequately. She has a detailed statement of purpose which has been updated during the course of the inspection to reflect her current setting. Policies and procedures are reviewed regularly. However, many policies are in need of updating to reflect current guidance and national minimum standards in relation to the 'Wales Safeguarding Procedures' and Additional Learning Needs (ALN), Complaints Procedures and Lost/Not collected child policy. Public liability and car insurance are current. Contracts and permissions are in place for children attending. Staff to child ratios are met. However, records do not always reflect the attendance of children and those looking after children at all times. Therefore, this is an area for improvement, and we expect the provider to take action. The Disclosure and Barring Service (DBS) checks for the child minder, child minding assistant and those living at the setting are in place.

The child minder has an appropriate system in place to review the care that is provided for children. She considers the views of parents and children in her evaluation and identifies targets for further improvement for the setting.

The child minder is suitably qualified and an experienced childcare practitioner. The child minder has a child-minding assistant who work well together, creating a good working ethos and environment for children. Prior to the inspection, the child minder had not ensured that all suitability checks had been obtained. All suitability checks have been implemented during the course of the inspection. Supervisions and appraisals have not been conducted for the child-minding assistant. This is an area for improvement, and we expect the child minder to take action.

The child minder had engaged with Care Inspectorate Wales (CIW) in the past and the Self-Assessment of Service Statement (SASS) has been completed. However, there have been many changes to the setting since the last inspection and these have not been shared with CIW. This is an area for improvement.

Partnerships with parents are suitable. Parents and children receive a service where the child minder actively promotes and supports Welsh language provision within the setting. The child minder takes children to playgroups, local parks, and attractions.

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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31	The child minder must notify Care Inspectorate Wales of all significant changes and events affecting the setting	New
30	The child minder must ensure that evidence of children's attendance and those looking after children is recorded at all times	New
29	The child minder must ensure that regular supervisions and appraisals are conducted and recorded	New
28	The child minder must ensure all suitability checks are in place for staff before they are deployed to look after children	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 18 - Quality assurance	Ensure all policies and procedures are in line with current guidance and legislation
Standard 20 - Child protection	Ensure safeguarding training is in line with the requirements of the national minimum standards
Standard 24 - Safety	Ensure the most recent heating maintenance certificate is available for inspection
Standard 24 - Safety	Ensure the door to the outside area is locked at all times

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.

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