



Inspection Report

Catherine Unwin

Beaumaris



Date Inspection Completed

24/11/2022

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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	
Is this a Flying Start service?	
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>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy and have formed a warm relationship with the child minder and the child minding assistant. They enjoy their time at the service and are confident to communicate their needs. The child minder is kind and supports children in a warm and positive manner. She is aware of the procedures she must follow to keep children safe and healthy. However, she is not always consistent in implementing these procedures. The child minder provides a safe and comfortable environment for children and ensures hazards and risks are monitored and managed effectively. She provides a wide range of stimulating and exciting resources and experiences for children to help them develop their social, physical and creative skills. The child minder manages her service well and understands her regulatory responsibilities. Documents and suitability checks are kept up to date and the child minder ensures parents are kept well informed about their children's development.

Well-being

Good

Children are happy, confident and settled. They move around the toys and activities freely and can choose resources which are stored within their reach. They are confident to follow their own interests and to show the child minder what they want. For example, by asking the child minder to read them a story about dinosaurs.

Children have formed a warm relationship with the child minder and each other. They feel secure and are confident in their surroundings. For example, they were confident to talk with us and show us objects that interested them from a sensory box. Children are confident to approach the child minder for comfort and are provided with positive words of encouragement and hugs when needed. For example, when children were tired they approached the child minder or her assistant, who quickly provided cuddles and reassurance to help them settle.

Children share resources and play alongside each other well. They happily chat to the child minder and the child minding assistant about what they are doing and are eager to involve them in their play. For example, one child approached the child minding assistant with two toy figures, stating they would be one character and the child minding assistant would be the other. They proceeded to play together, chatting happily as they did so.

Children enjoy the activities available to them and concentrate well. For example, they thoroughly enjoyed exploring the different objects during a 'What's in the box?' activity, experimenting to see if they could squeeze the objects or what different sounds they could make. Children share resources and take turns well. For example, they took turns to roll their monster trucks through the play dough to see the patterns created by the tyre tracks and shared the sponges when washing their cars afterwards.

Children have a good range of experiences and are able to spend plenty of time outdoors. They use the garden as often as possible and have regular trips to local playgrounds and places of interest where they have opportunities to develop physically and socially. Children are encouraged to do things for themselves, such as tidying up at the end of activities, feeding themselves and washing their own hands. This helps them to gain confidence and promotes their independence.

Care and Development

Adequate

The child minder has sufficient understanding of her responsibilities to keep children safe and healthy. She has a detailed safeguarding policy in place. Both her and her assistant have completed safeguarding training and could describe the correct procedures to follow should they have any concerns about a child in their care. However, the child minder is not always consistent when implementing the safeguarding policy.

Both the child minder and her assistant have up to date Paediatric First Aid training, meaning they are prepared to deal with any accidents or emergencies which may occur. Accidents are recorded appropriately and are signed by parents, showing they have been informed. The child minder ensures children know how to exit the premises quickly and safely in the event of an emergency by ensuring they practice regular fire drills. These are also recorded appropriately.

The child minder promotes healthy habits by ensuring children have sufficient opportunities to develop their physical skills and spend time outdoors in the fresh air. She ensures children have access to their water bottles throughout the day, promoting good hydration. The child minder promotes good hygiene effectively by encouraging children to wash their hands when appropriate. A sample meal plan has been created, ensuring children are provided with a variety of healthy meals. However, no vegetables were provided with lunch during our visit.

The child minder and child minding assistant have built positive relationships with the children. They speak with children in a kind and friendly manner and deal with any unwanted behaviour calmly and fairly. They both use positive methods to redirect children if they begin to show any unacceptable behaviour. For example, by clearly communicating their expectations for sharing and behaving appropriately during activities and by distracting and redirecting children if they start to behave inappropriately. The behaviour management policy outlines the practices seen during our visit.

The child minder plans a range of activities that are interesting and help children to learn and develop their skills. These activities are planned in line with children's interests, making them exciting and meaningful for children. The child minder collects plenty of information about children before they attend the setting, allowing her to plan to meet their individual needs effectively. Development trackers and observation notes about children's progress are kept on their individual files, allowing the child minder to plan effectively for their next steps of learning.

Environment

Good

The child minder provides a clean and safe environment for children. The premises are secure and the child minder has detailed risk assessments in place outlining potential hazards and the measures in place to manage these risks. An accurate register of children's attendance and any visitors to the premises are also kept.

The child minder ensures she provides a good range of play areas and experiences for children. She has set up a dedicated play area in an outdoor cabin, which has free flow access to the garden. Children also have use of the lounge and a messy play/dining area within the main house when the weather does not allow use of the outdoor cabin. All indoor and outdoor areas have a good range of toys, resources and activities for children to enjoy. There are also comfortable chairs, cushions and bean bags so children can also relax and spend quiet time if they want to. The child minder provides a wide range of toys and resources for children to choose from, including dolls, books, toy vehicles, jig saws, construction toys, counting aids and arts and craft materials. She organises the toys and games well and stores them at low level so children can reach them independently. The child minder provides an inviting outdoor play area that offers plenty of space for children to play, explore and use their senses. This includes a well-equipped mud kitchen, a relaxing sensory area, a play house and a climbing wall and slide so children can develop their physical skills and imagination.

The child minder has a range of equipment to aid younger children's independence skills. For example, she has toddler toilet seats and steps in the bathroom so children can use the toilet and wash their hands independently. The child minder told us she rotates toys regularly in order to ensure children are provided with a variety of different experiences. All toys and resources are clean and in good condition. The child minder told us she cleans toys at the end of each day, and frequently completes a deep clean which is recorded on a dedicated cleaning log. A wide range of sensory and natural materials are provided for children to explore, enabling them to use their senses and learn about the world around them.

Leadership and Management

Good

The child minder has a suitable understanding of her role and regulatory responsibilities and provides a range of policies to enable her to run her service safely. These policies are clear and informative and reviewed regularly. The statement of purpose gives a clear and accurate description of the service offered, providing parents with plenty of information to make an informed choice.

The child minder is developing an appropriate system of self-evaluation. She has not yet completed an annual quality of care review report as she has been operating for less than a year. She plans to seek feedback from parents and children using a variety of methods, such as questionnaires, observations and verbal feedback to complete a review over the next few months. She already uses her observations of the children to implement changes according to their preferences and continuously improves the service she offers. For example, she purchases toys and craft equipment according to what they like and what they play with most.

The child minder manages her service well. She ensures that both her and her child minding assistant have up to date Disclosure and Barring Service (DBS) checks. Records provided showed that the child minder gathers all required information about children prior to them attending. This allows her to plan effectively to meet children's individual needs. She also provides parents with a copy of all the service's policies, which they are asked to sign to show their understanding and agreement.

The child minder has established positive partnerships with parents. Information is shared effectively with them, ensuring they are well informed about their child's time at the setting. The child minder also ensures children develop links with the local community by ensuring she provides plenty of opportunities for children to attend local groups and outings in the local area. Parents are kept up to date with information about their children's day through a dedicated online app, as well as private messages and verbal feedback at the end of each day. Annual reports and a memory book with photographs of the children taking part in activities and samples of their work are also created and shared with parents.

Recommendations to meet with the National Minimum Standards

R1- Ensuring children are provided with a healthy meal including fruit and vegetables as outlined by the Welsh Government's Food and Nutrition Guidance for Childcare Settings.

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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22	The child minder did not implement her own policy in a timely manner when dealing with a safeguarding incident.	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.

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