



Inspection Report

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Caernarfon

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

30/11/2023

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	23 June 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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>	Good
<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 a warm relationship with the child minder. 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 her responsibilities in keeping children safe and promotes healthy habits.

The child minder ensures the property is welcoming and safe and provides a good range of toys and resources. However, there are no formal records of when toys and resources are checked or cleaned.

The child minder manages her service well and understands her regulatory responsibilities. She ensures her training and suitability checks are kept up to date and parents are kept well informed about their children's development and of any changes to the setting.

Well-being**Good**

Children are happy and settled in the child minder's home. They move around the toys and activities freely and can choose independently from the resources stored within their reach each day. They are confident to follow their own interests and to express themselves to the child minder. For example, they confidently ask for different toys or resources, knowing the child minder will provide these. Children confidently speak with the child minder in both Welsh and English and know the child minder will respond to them in their preferred language.

Children have a warm relationship with the child minder. They feel secure in their surroundings. For example, they were confident to talk with us and show us their favourite toys and involve us in their play. 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 new to the setting and still settling in, they showed the child minder they wanted their comforter and indicated they wanted a cuddle, which was quickly provided.

Children are learning to share resources and play alongside each other well. They happily chat to the child minder about what they are doing and are eager to involve her in their play. For example, children were eager to play picnic with the child minder and enjoyed making cups of tea and handing different foods to her, happily chatting as they played. Children enjoy the activities available to them and concentrate well. For example, they persevere with placing different pieces of the wooden jigsaws in the correct places with a few prompts from the child minder and follow instructions well to pair the big and small animal figures together.

Children have a good range of experiences and are able to spend plenty of time outdoors. They use the garden whenever the weather permits and have regular trips to local playgrounds and walks around the village, 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 tidying up the toys before going to collect children from school. This helps them to gain confidence and promotes their independence.

Care and Development

Good

The child minder understands her responsibilities to keep children safe and healthy. She has completed safeguarding training and is familiar with the correct procedures to follow should she have any concerns about a child in her care. The child minder has up to date Paediatric First Aid training, meaning she is prepared to deal with any accidents or emergencies which may occur. Any accidents are well documented and signed by parents, showing they have been informed.

The child minder promotes healthy habits. She provides plenty of opportunities for children to develop their physical skills and spend time outdoors in the fresh air. She ensures children clean their hands when appropriate, such as after using the toilet and before eating. Effective hygiene procedures are followed during nappy changing to ensure the risk of cross contamination is minimised.

The child minder has built positive relationships with the children. She is kind and friendly and deals with any unwanted behaviour calmly and fairly. She uses positive methods to redirect children if they begin to show any unacceptable behaviour. For example, by clearly explaining to children what is expected of them when they are having difficulties sharing or taking turns during activities and by distracting and redirecting them if they start to display any unwanted behaviour. The behaviour management policy outlines the practices seen during our visit.

The child minder plans a range of activities which are in line with their interests and help them to learn and develop their skills. She collects information about children before they attend the setting, allowing her to plan to meet their individual needs effectively. 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. Parents are kept up to date with information about their children's day through private messages and verbal feedback at the end of each day. The child minder ensures she communicates through both English and Welsh and promotes the use of the Welsh language through singing songs and providing a range of Welsh books and activities.

Environment

Good

The child minder provides a clean and safe environment for children. Doors to the premises are locked while children are present and visitors are required to show identification and sign in using the dedicated visitor's book. The garden area is secure and surrounded by a robust fence. Accurate records of children's attendance are recorded each day. The child minder monitors and responds to any potential hazards in a timely manner. For instance, she completes daily checks on all areas, toys and resources and has formed written risk assessments, which outline the potential hazards to children and the measures put in place to manage these risks. However, no formal records are kept of the daily checks and the written risk assessments had not been reviewed in a while. Fire drills are conducted regularly to ensure children are familiar with how to exit the premises quickly and safely in an emergency and these practices are well recorded.

The child minder provides a welcoming and friendly environment. Children have use of an open plan kitchen, dining and living room, which has plenty of space for them to move around freely and explore the available activities. The child minder provides a suitable range of age-appropriate toys and resources, including animal figures, wooden jigsaws, toy vehicles, construction toys, arts and craft materials and a play kitchen. Toys and games are well organised and stored in boxes, which are rotated and brought down to store at low level so children can reach them independently. Despite not being in use due to adverse weather conditions during the inspection, the outdoor play area offers plenty of space for children to play and explore. There is a range of activities available in the garden including a slide and climbing apparatus, a playhouse, a selection of ride on toys for children to develop their physical skills and a mud kitchen.

The child minder provides opportunities for children to learn about diversity by providing a range of multicultural toys, books and resources. However, opportunities for children to explore natural, recycled and real life materials is more limited. 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. Prams and highchairs are of good quality and in clean condition. Toys and resources are cleaned regularly but these tasks are not recorded.

Leadership and Management

Good

The child minder has a good understanding of her role and regulatory responsibilities and provides a range of policies to enable her to run her service safely and effectively. These policies are reviewed and updated regularly so they contain up to date information. There is a detailed statement of purpose available, which gives a clear and accurate description of the setting. This enables parents to make an informed decision about whether the setting can meet theirs and their child's needs. The child minder promotes children's use of the Welsh language while they attend the setting. However, the setting does not currently provide the Active Offer in relation to the Welsh language as the policies and procedures are only available to parents in English.

The child minder regularly seeks feedback from parents and children. She outlines some of the improvements made to date and those planned for the next year within a detailed annual quality of care review report.

The child minder ensures that her own as well as household members' Disclosure and Barring Service (DBS) check are valid and up to date. She ensures Care Inspectorate Wales (CIW) are notified following significant incidents or changes to the service as required by the regulations. Her first aid and safeguarding training is up to date in order to maintain a good understanding of current best practice in these aspects.

The child minder has developed positive relationships with parents and shares information effectively. Records provided show the child minder gathers all required information about children prior to them attending. This allows her to plan effectively and to work with families in order to meet children's individual needs. Parents sign to show they have received and understood all the service's policies prior to their child attending. The child minder ensures children have opportunities to learn about the community in which they live by spending lots of time visiting the local areas, such as parks and places of interest. Parent feedback questionnaires show they are very happy with the setting and the care provided to their children.

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
N/A	No non-compliance of this type was identified at this inspection	N/A

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)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure written risk assessments are reviewed annually and daily safety checks and cleaning tasks are recorded.
Provide more opportunities to explore natural and real-life materials in order to enhance their knowledge and understanding of the world around them.

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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