



Inspection Report

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Pontypridd



Date Inspection Completed

20/04/2023

About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	25 January 2017
Is this a Flying Start service?	No
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.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Good

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

Summary

Children are happy and enjoy their time with the child minder. They are relaxed in their relationships with her, showing significant trust and warmth. They make choices freely and interact well with other children. Children are inquisitive and keen to investigate their environment.

The child minder is kind, caring and interacts well with the children in her care. She has a good understanding of how to keep children safe and healthy. She supports children's imagination and learning naturally by playing alongside them and encouraging their development.

Overall, the child minder provides a suitable environment for the care of children. It generally meets children's needs and is comfortable and bright. She provides a range of well-maintained resources that are suitable for children of different ages. The child minder needs to take action in relation to some aspects of maintenance and security.

The child minder is committed to ongoing improvements. She sets clear aims to meet children's needs and follows her written policies and procedures. The child minder operates suitable systems for record keeping. She ensures that ratios are always adhered to. She understands the importance of working with parents to ensure the well-being of the children in her care.

Children have a strong sense of belonging and express enthusiasm for the child minder and her home. They communicate their needs in an age-appropriate way and move around the home freely. Children make decisions about how to use resources. For example, we observed a child happily taking cushions into a pop-up tent and then sitting looking at books there for an extended period. All children respond well when asked about their preferences for snacks or activities; older children discuss their wishes thoughtfully with the child minder.

Children are free to explore their environment and spend time on activities that interest them. They are self-motivated to initiate their own play using the resources available to them. Children of all ages are settled. They look to the child minder for affection and reassurance in a variety of situations including when tired or a little unsettled due to it being their first time with her. They approach her saying "*I need a cuddle*" and demonstrate comfort from this.

Children behave and interact well for their ages and stages of development. They develop positive, healthy relationships with their friends of all ages. Children take delight in helping each other, for example by fetching a tissue or bottle for a friend. They are very familiar with the daily routines and take part in these confidently. Older children were happy to tell us about what they like to do when at the child minder's home.

Children are free to explore their environment and spend time on activities that interest them, which encourages them to learn and develop. Children of all ages are content with the resources and activities available to them. We heard a child request to do some colouring and they then sat happily doing this for an extended period before asking to lie quietly on a beanbag to relax.

Children are encouraged to do as much for themselves as possible. They access the toilets, wash their hands and eat independently. Children respond well to questioning and praise from the child minder. For example, we heard the child minder congratulating a toddler for helping to put a box back into its place in a shelf, "*You're very good at tidying up. You did a great job then!*" This gave the child confidence to continue to put toys away in the appropriate places.

Care and Development

Good

The child minder has developed and follows effective procedures to meet children's personal care, safety and well-being needs. She washes potties thoroughly after use and provides all children with their own hand towel. She ensures that children wash their hands before food, and she wipes tables and toys regularly to maintain hygiene. Children always have access to their water bottles. They bring their own packed lunches and the child minder provides a range of healthy snacks. The child minder has undertaken food hygiene and allergen awareness courses. She has an appropriate safeguarding policy and a sound understanding of the signs and symptoms of abuse. She has an up-to-date paediatric first aid qualification. She records accidents, incidents, pre-existing injuries and medication administration suitably. The child minder ensures that children are always supervised well including while on the school run.

The child minder provides warm care to the children that attend her service. She manages children's behaviour in a positive manner, responding warmly and appropriately to their requests. She uses age-appropriate methods such as distraction and explains this to other children as a way of developing their understanding of each other's needs, "*Do you think he wants to knock over your tower again? Shall we distract him with the pig?*" We heard the child minder encourage and praise children frequently for their efforts and positive behaviour, with comments such as "*Yes that one's blue too, well done!*" to older children and "*That's a lovely noise!*" to babies. She has undertaken behaviour management training to support her practise. The child minder uses suitable strategies for children to have supervised access to her dog.

The child minder obtains very detailed information regarding each child before they begin to attend her setting. She uses this to ensure that their individual needs are met and home routines can be followed as closely as possible. She provides resources for children to play as they wish and is aware that her formal activity planning needs development. She makes some observations of children's progress and tracks their skills development appropriately. The child minder supports children's choice of play, engaging thoughtfully when requested to or if she identifies it as a learning opportunity. For example, a child asked her whether a wooden number was a 6 or a 9 so the child minder spent time discussing ways of identifying them. She has undertaken additional training to develop her practise. She carries out risk assessments for specific activities such as play dough.

Environment

Adequate

The child minder has undertaken thorough risk assessments of all areas of her home. She carries out monthly fire drills although she doesn't note the children present and time of the drill. She ensures that all required routine checks for her home are undertaken in a timely manner. She has public liability insurance. The playroom is clean and bright. The child minder records visitors to the premises and their times of arrival and departure. During our visit, she did not ensure that the front door was always locked. The bathroom requires attention in terms of its general maintenance and storage of cosmetic and cleaning products. These are areas for improvement and we expect the provider to take action.

The child minder provides children with room to play in a welcoming, accessible playroom and a comfortable lounge. The playroom is decorated in calming, neutral colours and provides a suitable area for children to play. There is a child-sized table and chair set which we saw children using to colour and draw. The adjoining lounge provides a space for children to relax on sofas and beanbags. The child minder serves meals and snacks in a kitchen where there is a table and chairs for children. Younger children use suitable booster seats at the table. In the bathroom, children are provided with individual hand towels, a soap dispenser and a step stool. This allows them to be independent when washing their hands. There are well-maintained gates at the bottom of the stairs and to each room. The child minder confirmed children do not use the garden, but they regularly access local parks and go on outings. She hopes to renovate her garden in the future to allow children access to it. The child minder monitors room temperatures appropriately.

The child minder provides a wide range of clean and varied resources in the playroom. They are stimulating, age-appropriate and meet children's needs well. They are stored effectively to allow children to see what is available for them to use. We saw children of all ages accessing many of these independently and requesting some stored out of their immediate reach. Resources suitable for older children are stored on shelves at a higher level. Although we didn't see many multi-cultural resources, the child minder told us that she has more stored away that she brings to the playroom when she rotates resources.

Leadership and Management

Good

The child minder is motivated and has the skills to manage her service effectively. She is experienced and has a clear vision for the care she provides to children and their families. She has ensured that Disclosure and Barring Service (DBS) checks are in place for all household members aged 16 and over. Her statement of purpose provides an accurate picture of how the service runs. The child minder reviews her policies and procedures regularly and notes the dates that she carried out the review. Her car has business insurance, tax and up-to-date MOT certificates. She maintains records appropriately; all required information kept for children is stored and managed securely. The child minder records the arrivals and departures of children accurately. She has a thorough system for ensuring that parents understand the permissions that she requests from them. The child minder understands her duty to inform Care Inspectorate Wales of any changes to her service and usually sends in notifications as needed.

The child minder carries out an annual review of the service. She uses effective methods to gain feedback from parents and children and obtains this information when a child finishes their time at her setting. She uses this information to inform her annual quality of care report in which she identifies changes to implement. She has a suitable complaints policy available for parents; she has not received any complaints.

The child minder is qualified and has undertaken a range of courses to develop her knowledge and enhance her provision and practice. She has effective systems in place to ensure that essential training is updated in a timely manner. She ensures that required ratios are always maintained.

The child minder understands the importance of working in partnership with parents to ensure children in her care receive the correct support to meet their individual needs. The child minder provides effective verbal feedback to parents when they collect their child. Parents of children who attend the setting were sent an online questionnaire as part of this inspection. Responses from parents were positive and reflected that they were very happy with the care given.

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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37	The provider needs to ensure that the bathroom is well-maintained and that cleaning and cosmetic products are stored suitably. She also needs to ensure that the front door is always locked.	New
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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 24 - Safety	Record the names of children in attendance during fire drills and the time carried out.
Standard 7 - Opportunities for play and learning	Plan and provide opportunities and activities to promote and assess children's development.

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)
Identify date for next review of policies.

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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