



## Inspection Report

**Geraldine Collins**

**Merthyr Tydfil**



### **Date Inspection Completed**

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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	12.09.2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

## **Summary**

Children have some opportunities to make choices and decisions. Children settle and form positive attachments with the child minder. Children's interactions are good. Children have some opportunities to develop their independence skills.

The child minder is warm, kind and caring. The child minder is responsive; she listens and respect children's choices. She implements clear behaviour management strategies and acts as a good role model. The child minder provides an appropriate range of play opportunities.

The child minder ensures that children are cared for in a generally safe and secure environment in a property that is suitably maintained. The child minder ensures sufficient indoor play space for children to move freely. There is sufficient resources to keep the children's interest and they are in good condition.

The child minder has adequate arrangements for the organisation of the setting. She is an experienced childcare practitioner and updates mandatory training. However, an area for improvement is required in relation to provision of information. Partnerships with parents are very good.

## Well-being

Children have some opportunities to make choices and decisions about different aspects of their care. They are confident expressing themselves and they are happy to move around the rooms to find what they want. They will confidently ask the childminder for any resources or toys they want to play with.

Children settle and form positive attachments with the child minder, for example, they often approach the child minder for reassurance and support, or just for cuddles. Children also benefit from opportunities to play with their siblings who are also cared for by the child minder. Children are content and express enjoyment. They have a sense of belonging and are beginning to form bonds of affection. For example one child was very chatty with the child minder; showing how comfortable they were in her company. They freely talked about what they had been doing in school and asked the child minder to guess one of the colours on their craftwork. Another child put their arms up for a cuddle with the child minder and settled quickly when they were unsure of our presence.

Children listen well to instructions. For example, they put things away when instructed. Interactions between the child minder and the children are positive. Children felt comfortable and relaxed while chatting freely and easily as they played together and they heard positive encouragement for their achievements and efforts. For example, a child said *"I put it together, look"* and the child minder responded, *"Yes you did, well done"*. Children are sufficiently engaged and enjoy their play and learning. They happily play alongside each other, smiling and giggling whilst rolling the balls around on the floor and they respond positively when the child minder prompts them to take turns.

The children have opportunities to initiate their own play. For example, one child played with the train track, creating a rainbow shape out of the track and discussing the pieces needed with the child minder. Children's questions are responded to promptly and clearly which supports their understanding. For example, when reading the story of the hungry caterpillar, the child asked why the sun was different in the pictures and the childminder explained about it rising in the morning and setting in the evening.

Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully. Children are supported to use the toilet independently and they are encouraged to feed themselves at lunchtime. Children adequately develop, learn and become independent.

## Care and Development

The child minder is warm, kind and caring. She is developing her understanding of her regulatory responsibilities and is working towards implementing policies and procedures. She showed a general understanding of best practice in terms of how to keep children safe and healthy, although some improvements could be made. The child minder reasonably followed hygiene procedures, for example washing her hands before preparing food and cleaning the high chairs, however she did not encourage children to wash their hands before mealtimes. The child minder understands how to respond to child protection issues and replied well to the questions asked.

The child minder is responsive, she listens and respects children's choices, for example she acknowledged when the children had finished their pasta and wanted their yoghurt. The child minder creates a constant, relaxed dialogue between herself and the children, helping to develop a relationship, and providing reassurance and comfort. For example, she uses words such as "*good girl*" and "*well done*" while encouraging a child to operate the pop up toy by herself. Her interactions are warm and kind.

The child minder manages disagreements between the children positively and she successfully re-directs their play. She implements clear behaviour management strategies and acts as a good role model including prompting good manners when asking for a toy from the younger children. The child minder creates a calm and nurturing atmosphere by speaking to the children in a quiet voice. She showed interest in the children by asking them questions about what they had been doing at home and about their time in school.

The child minder provides an appropriate range of play opportunities. She used basic questioning to enhance the children's play and she responded positively to their questions and requests. For example, when they were playing with the small world figures the child asked "*Can they have some food too?*" The childminder responded positively saying, "*Yes, that's a good idea, they can have some pasta like you too.*" The child minder demonstrates good knowledge of children's individual needs through discussion, such as sleep routines and recognises when a child is tired. She assesses their abilities and develops their language development through stories and play. The child minder did not pre-plan activities, it was all child-led and free play. There was evidence of a craft activity that the children had taken part in previously.

## Environment

The child minder ensures that children are cared for in a generally safe and secure environment in a property that is suitably maintained. The environment is suitable and includes a sufficient range of resources to help develop children's skills and play. The child minder identifies visual risks and hazards for children, for example, monitoring the room temperature. Fire drills are conducted monthly and regular maintenance checks are made on the property. The child minder has appropriate measures in place for daily cleaning, however some areas need further attention; for example, the floors in the lounge and kitchen areas were reasonably clean. The child minder ensures that children are supervised at all times, however she does not keep a record of visitors to the service during child minding hours. The child minder implements health and safety procedures to keep children safe. For example, the child minder followed food hygiene procedures in the kitchen whilst preparing foods. The child minder is registered with the Food Standards Agency and is aware of the importance of ensuring safe procedures at all times.

The child minder ensures there is sufficient indoor play space for children to move freely. The layout of the premises enables children to move between the living room and the kitchen independently and there is space for them to explore, play and access resources with support from the child minder if needed. The child minder provides an extensive outdoor play area, which has a variety of equipment and resources for the children including a fairy garden and a construction area. The outdoor area is currently not in use as the child minder explained the artificial grass had become waterlogged due to the recent weather and is unsafe. The child minder takes the children out daily for a walk or a play in the park. The parents told us their children enjoyed these trips outside.

The child minder ensures that children can access a satisfactory variety of age-appropriate furniture and equipment for them to eat their food and make their crafts. For example, there are booster seats as well as low level storage available. There are sufficient resources to keep the children's interests and they are in good condition. The child minder ensures there is sufficient space for the children to play and rest or have quiet time if they want to. Toys and resources are available within children's reach and are suitable for children's age and stage of development. The toileting area is accessible and ensures children's privacy and dignity is respected.

## Leadership and Management

The child minder has adequate arrangements for the organisation of the setting. The statement of purpose has been updated during the course of inspection to include the changes to the setting and meets regulation. Record keeping is organised. For example, there are contracts, permissions and information on individual needs of children in place. The child minder has current public liability insurance and car documents are valid and suitable. All Disclosure and Barring Service (DBS) checks are in place for those living at the setting. Policies and procedures are in place. However, the child protection and safeguarding policy does not include the current guidance in relation to the 'All Wales Safeguarding procedures.' The arrangements for the supervision of children is good and the child to adult ratios are met at all times.

The child minder completes her annual quality of care review of the service, which had been provided to Care Inspectorate Wales during the course of inspection. She seeks views of parents and children. However, the review does not include targets to further develop the service. The Self-Assessment of Service Statement (SASS) is complete. However, the child minder had not provided Care Inspectorate Wales (CIW) information regarding changes to the child minding setting within the correct timescale. For example, the child minder did not provide CIW with information regarding changes to the service through a regularly updated statement of purpose, changes in circumstances, and information about persons who regularly stay at the household. This is an area for improvement and we expect the child minder to take action to address this, and we will follow this up at the next inspection.

The child minder is an experienced childcare practitioner. She updates mandatory training, including paediatric first aid, safeguarding and food hygiene. The child minder has attended Welsh language training courses. She is aware of the 'Food and Nutrition guidance for childcare settings' which is implemented in the running of the child minding setting.

Partnerships are very good. Parents are extremely happy with the care provided by the child minder. They feel the child minder is a part of their families and children are happy at their home. One parent mentioned "*Geraldine does things with my children that I just do not have time to do – like baking.*" The child minder has good links with the local community, however feels the Covid-19 pandemic has made it hard for her to meet other child minders. She ensures that children have the opportunity to visit local parks and library regularly.



## **Recommendations to meet with the National Minimum Standards**

R1. Ensure all infection, prevention and control procedures are in place; encourage children to wash hands before eating; ensure there are rigorous cleaning practices in place; ensure the nappy changing policy includes the need for PPE for every nappy change

R2. Ensure there is a record of people visiting the service during child minding hours.

R3. Ensure the 'All Wales SG procedures' are included in the child protection and safeguarding policy.

R4. Ensure the quality of care review includes targets to further develop the setting