



Inspection Report

Michelle Skinner

Barry



Date Inspection Completed

08/06/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	4 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>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy and feel safe in the child minder's care. They settle well and develop positive relationships with her and other children attending. Children make choices and decisions about their care and play. They have opportunities to become independent and develop their individual skills through a range of experiences and activities.

The child minder keeps children safe and is knowledgeable and very experienced in caring for children. She has a warm manner and interacts well with children. The child minder effectively implements strategies to support her in providing appropriate opportunities for children to learn and develop.

The child minder ensures children are cared for in a safe and secure environment. She creates a welcoming space where children can play and learn. The environment is well maintained and equipped with activities and resources that promote children's learning and development.

The child minder manages her setting well, in line with the National Minimum Standards and regulations. Required policies and procedures are in place to ensure the smooth running of the setting. Parents are very complimentary of the child minder and the service she provides. The child minder has built supportive partnerships with other child minders in the local area.

Children are happy and relaxed within the child minder's care. They have a strong voice and feel comfortable to express themselves. Children chat happily with the child minder and their ideas and opinions are valued. They have many opportunities to make choices and decisions. For example, they play freely and decide which toys and activities they would like to play with.

Children have lots of fun at the setting. They enjoy being in the company of the child minder and eagerly involve her in their play. Children are extremely settled and familiar with the daily routines and play options in the child minder's home, which gives them a sense of security and belonging. For example, on arriving at her home children know to take off their shoes and store their belongings in their own labelled box.

Children are beginning to form friendships in line with their age and stage of development. They interact well with one another and play happily alongside each other. Children receive frequent praise for their efforts and achievements, which promotes their self-esteem and makes them feel valued. Older children are very considerate of and caring towards younger children. For example, an older child used gentle tones and smiled as they offered a younger child a rattle to play with.

Children are engaged in their play and confidently choose activities that interest them. For example, one child showed enjoyment and sustained interest as they carefully completed a colouring activity. They proudly showed us their work and beamed with pride. Younger children delighted in practising their walking skills using a push a long toy. Children have daily opportunities to enjoy the outdoors and their local environment. They play in the garden, enjoy walks to the park, and visit beaches and local playgroups.

Children are developing their independence skills well, enabling them to do things for themselves. For instance, they use the bathroom facilities and wash their hands independently with some oversight and direction by the child minder. Children access resources with ease or will confidently ask the child minder for help if they cannot find something.

The child minder has a good understanding of how to keep children safe and healthy and implements effective policies and procedures to support her. She understands the need to safeguard children and the procedure she should follow if she has concerns about a child. The child minder keeps an accurate record of children's attendance so they can be referred to if needed. She implements effective cleaning routines and practices to help prevent the spread of germs. For example, she cleans surfaces before being used for food preparation and meal/snack times and handwashing is completed regularly. The child minder supports children to have a healthy diet by providing appropriate nutritious meals and snacks. For example, the children enjoyed roast beef and vegetables for their lunch and a choice of fruit for dessert. Drinking water is always available and easily accessible to the children.

The child minder is kind and caring and delivers warm, nurturing care. She engages positively with the children and respects what they say. She has a suitable behaviour management policy in place which promotes the use of positive strategies. The child minder effectively supports children to interact with one another appropriately. We heard her encourage and praise children frequently, for their efforts and positive interactions. She is a good role model and encourages children to share and be kind. During children's play the child minder is aware of when to become involved in the activities and when to allow children the space and time to play alone. She supports children to make choices over where and what they want to play with, this helps promote their self-esteem and self-confidence.

The child minder is very experienced and has a good knowledge of child development. She knows the children very well and provides play opportunities and resources that are fun and engaging. For example, we saw designs that children had drawn in preparation to decorate t-shirts using fabric paint for Father's Day gifts. The child minder naturally promotes children's learning as they play; when playing with musical instruments she asked children if they make a low or high sound. The child minder has appropriate systems in place to track children's development which enable her to help children progress. She works well with parents and implements the advice of outside agencies to support children with additional learning needs. For example, using Makaton with children to support their communication skills.

The child minder makes sure the premises are safe and secure. For example, the front door is kept locked and stair gates are in place. Accurate records are kept of children's attendance as well as of any visitors to the premises. The child minder completes risk assessments for all areas of the setting and any outings undertaken. Risk assessments identify potential hazards to children and measures in place to manage these risks. Daily checks and cleaning routines are completed to ensure no new hazards have arisen and the environment is safe. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. The child minder ensures that maintenance checks for the home, her car and public liability insurance are up to date.

The environment is clean and well maintained. It provides a light, bright and spacious area for children to play and learn. Children have use of a spacious lounge, upstairs bathroom and the kitchen for meals and messy activities. There is a good range of toys and resources for children to choose from, including toy vehicles, construction toys, arts and craft materials, role play items and both Welsh and multicultural games and books. The child minder has arranged the lounge so that children have access to an area for play and a separate area for relaxing. Toys and games are well organised and stored in boxes at low level so children can reach them independently. Children have access to the garden for outdoor play, which has a variety of resources including scooters, football goals and water/sand table.

The child minder ensures equipment suits the children's age range. Children can sit comfortably at child sized furniture to complete tabletop activities. They eat their meals at the kitchen table and younger children are seated in appropriate booster seats to enable them to feel part of the dining experience. Children have their own labelled storage box in which to place items such as comforters from home and spare clothes; this enhances their feeling of belonging and helps promote their independence. Resources and toys are well maintained and in good working order. The child minder ensures all toys and resources are clean to minimise the risks of cross infection.

Leadership and Management

Good

The child minder has good procedures in place to ensure the smooth operation of her setting. The statement of purpose outlines the details of the service she offers which enables parents to make an informed choice when using her setting. However, it does not contain her contact details. Required policies and procedures are in place although a small number require review. The special education needs policy has not been updated in line with the Additional Learning Needs (ALN) Act 2018. In addition, the complaints policy does not outline the procedure should an outside agency need to investigate a complaint or information on how children over the age of eight can raise a complaint. The child minder agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as application of suncream, photographs and accessing emergency medical treatment.

The child minder is reflective and keen to deliver a quality service to families. She has met all recommendations made at the last inspection January 2017. The child minder seeks feedback from parents and children and uses this information to reflect upon and evaluate her setting. She has completed a quality of care report that identifies what she does well and sets basic targets for improvement. For example, keeping up to date with paperwork and reviewing resources in line with age of children being cared for. The child minder keeps up to date with best practice and refreshes her first aid, child protection and food hygiene training regularly. She has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. She ensures household members DBS checks are current.

The child minder works closely with parents to help smooth their child's transition into her care. She requests information about the children's preferences and individual needs before they start and updates this as needed. This ensures children continually receive a good level of care. The child minder keeps parents well informed about their child's time at her setting. She provides parents with daily photographs via a digital app and verbal feedback on the well-being of their child. The child minder has developed beneficial links with other local child minders. They regularly meet up at playgroups and for outings enabling children to make friends and socialise with other children. The group also share ideas for activities and take it in turns to plan an activity pack and resources which can be shared amongst the child minders and 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
20 (2) (a)	No evidence that DBS check for partner had been completed	Achieved

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)
Standard 1 - Information	Update the statement of purpose to include contact information.
Standard 4 - Meeting individual needs	Update the special educational needs policy in line with the Additional Learning Needs Act 2018.
Standard 19 - Complaints	Update the complaints policy to include information regarding concurrent investigation and how children over the age of eight can raise a complaint.

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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Date Published 29/06/2023