



Inspection Report

Delyth Bryan

Haverfordwest

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

02/08/2021

Welsh Government © Crown copyright 2021.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	13 June 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service provides the 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh Language and cultural needs of people who use, or may use, the service'.

Summary

Children are happy and know the child minder well. They are relaxed in her company and enjoy the time they spend in her care. The child minder is caring and responsive to children's individual needs. The environment is welcoming and provides appropriate resources and facilities to enable the children to take part in a variety of different activities. The child minder is experienced and has a clear vision for her service. However, ratios and records need to be addressed in order to be fully compliant with regulations. She has responded to recommendations made by Care Inspectorate Wales following the last inspection. The child minder understands the importance of working with parents to make decisions about their child's well-being. She keeps parents well informed by text, email as well as daily feedback at pick up and drop off time

Well-being

Children are very settled and they enjoy their time at the service. They interact well with each other and play together happily. Children take part in activities resulting in a feeling of achievement and high self-esteem. They are enthusiastic to show or talk about what they have been doing. They particularly enjoy their time outdoors and are able to sit and spend time engaging in different activities. For example, the children are proud and thrilled when they successfully identify colours during their play. Children concentrate hard when using chalk to draw a circle and enjoy naming the colours used.

Children show great enjoyment in their play. Almost all children are engaged in their individual and group activities. For example, children squeal with excitement as they experiment with bubbles and play in the pop up tent.

Children are confident communicators as their needs are considered. They have a strong voice and express themselves very well. They choose what they want to do and they know their requests receive a positive response. For example, when the child minder asks children if they want to sleep, young children are able to express themselves confidently using non-verbal language.

Children have good opportunities to develop a range of skills. They enjoy singing songs about days of the week, colours and numbers. Children have regular opportunities to develop their Welsh language skills as well as their independence skills. For example, children are able to identify colours of pegs and demonstrate good hand-eye co-ordination, whilst independently opening the pegs and successfully placing them on the low clothesline. They also name the colours of pegs they have used.

Children are interested in their play. They play freely with the resources available, moving from one activity to another after an appropriate amount of time. Children have the opportunity to play indoors, outdoors and within the local area, such as the park. Children thoroughly enjoy playing and talking together in the pop-up tent, and confidently name the colours of the balls. They enjoy collecting flowers during their walks for pressing and laminating.

Children behave well and are polite. They play and interact with each other in ways that are appropriate for their ages and stages of development. They showed imagination and co-operation. They say 'please' and 'thank you' when appropriate.

Care and Development

The child minder is very experienced and has a good understanding of child development. She knows the children well and provides a range of activities to help them learn and develop. For example, she provides children with natural resources such as leaves to paint. The child minder incorporates colours and numbers into most activities.

The child minder has a suitable safeguarding policy in place, however it needs updating. The child minder is aware of the procedures for dealing with safeguarding matters, although her safeguarding training is not up to date.

The child minder manages behaviour extremely well. She interacts effectively with children and ensures that she maintains a calm atmosphere in her home. She is confident and uses positive strategies to promote good behaviour effectively. The child minder celebrates kindness, good manners and politeness. For example, she praises children for saying 'please' and 'thank you' and also celebrates good achievements. As a result, she manages to diffuse situations in a timely manner. The child minder also knows when to step back, allowing children to develop their own play.

The child minder is caring, motivated and committed to meeting children's needs. She meets children's personal care needs, for example by regularly changing children's nappies. Children wash their hands with hot water and soap. During the inspection, the child minder introduced colour-coded individual flannels for children to dry their hands. Hand sanitiser is readily available. The child minder cleans resources and washes toys regularly. However, on a minority of occasions the child minder uses baby wipes to clean some resources.

The child minder prepares activities to develop children's literacy and numeracy skills. She keeps the children's work in individual scrapbooks, and they include craftwork and evidence of tasks that develop children's fine motor control and cognitive development. However, the childminder does not have a system in place to record and track children's development.

The child minder ensures that she has up to date knowledge and training of first aid. This allows her to be confident in her procedures for dealing with accidents, incidents and administration of prescribed medication. She completes accident, incident and medication forms appropriately.

Parents we spoke to told us that overall they are happy with the progress their children make.

Environment

The child minder keeps the premises safe, clean and comfortable. The child minder provides children with good quality resources and they benefit from ample outdoor space.

Children have access to an outside garden and play areas. This allowed children to use large toys safely.

The child minder completes satisfactory general risk assessments, however these are basic. The child minder ensures that children are supervised adequately and knows the difference between acceptable and unacceptable risk for the age group of children. The child minder has appropriate insurance for carrying children in her car. The child minder conducts monthly fire drills and keeps a record.

The child minder ensures that maintenance checks are in place. For example, the boiler has had a service and all necessary car checks are in place. The toys and resources are clean and in good condition. The playroom has storage units and shelves, which are labelled.

The child minder mainly uses the playroom, dining area and outdoor area for children. Older children sometimes use the lounge. The child minder ensures that children have access to furniture, equipment and toys that are appropriate for their age, needs and stage of development. There are plenty of materials available for craft activities. Children have access to English and Welsh books. There is a broad selection of equipment and resources available for outdoor play.

Leadership and Management

Policies and procedures are readily available, however are not dated to reflect when they have been reviewed. Some of the policies contain out-of-date information and links to further information. The child minder keeps relevant records such as registers and

children's details. However, this is not always consistent and the times recorded for children's presence are not always fully accurate. While no immediate further action is required, it is an area for improvement and we expect the provider to take action.

The child minder has a statement of purpose in place, which has been updated during the inspection. On occasions, the child minder does not always operate her service in line with her statement of purpose. For example, the statement of purpose states that she never looks after more than 3 children under 5 years old as per National Minimum Standards. While no immediate further action is required, it is an area for improvement and we expect the provider to take action. Following the inspection, the child minder has confirmed that had addressed the matter and forwarded details

The child minder places high importance on working in partnership with parents and operates her service flexibly to accommodate their needs. The child minder regularly sends parents photographs of the children at play and of their creations. She also verbally discusses the children's activities and well-being with parents. The child minder has gained parental consent for numerous activities such as school runs and administration of paracetamol.

The child minder has fostered good relationships with parents. The parents we spoke to told us that they are extremely happy with the service provided and they feel their children are very settled and make good progress. The child minder listens to parents and keeps them up-to-date with their child's day.

The child minder has conducted a quality of care review and has written a report based on the review. However, the report does not demonstrate how she has acted on feedback received from parents and what the priorities are for future development.

Recommendations to meet with the National Minimum Standards

R1. Keep records of the developmental progress that pre-school children make and the plans for the next steps in their play, learning and development;

R2. Arrange to attend a child protection training course;

R3. Further develop the risk assessments;

R4. Produce a more meaningful quality of care report;

R5. Review policies annually in order to capture all changes;

R6. Read the NHS Infection Prevention for Child Minders and Nurseries document.

Areas for improvement and action at, or since, the previous inspection. Achieved

Staffing	Regulation 27a
----------	----------------

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
------	--

Areas where priority action is required

None	
------	--

Areas where improvement is required

Records	Regulation 30
---------	---------------

The area(s) identified above require improvement but we have not issued a priority action notice on this occasion. This is because there is no immediate or significant risk for people using the service. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

Date Published 27/10/2021