



## Inspection Report

**Sharon Vaughan-Edmunds**

**Mold**



**Date Inspection Completed**

28/01/2022

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	
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's well-being is at the centre of this service. They thoroughly enjoy the range of experiences and opportunities available, resulting in children being settled and happy. Good relationships exist between the children, their child minder, and two assistants.

The child minder and assistants are genuinely supportive and responsive to the needs of the children. They have a lovely caring manner and are very good role models. They positively promote children's learning and development through providing interesting activities and resources.

The environment is child friendly. Children have their own spacious playroom, which provides a safe place for them to play and learn. It is very well organised and equipped with a range of resources and equipment, which enhance their play and learning.

The child minder manages her service well. She keeps training, policies, and procedures up to date, and regularly evaluates the care she provides. She manages her assistants effectively and develops extremely good relationships with parents.

## Well-being

Children have choices and make decisions about how they spend their time. They move freely around the playroom, choosing which resources they want to play with, from the different areas of learning and storage units. Children are happy to ask when they want something; a child was keen to use the toy lawnmower when they arrived whilst another sought help from an assistant to set up some car tracks. Children are happy to express themselves. They know their ideas, opinions and all communications will be listened to. Some children chose not to join in with the singing and dancing and were able to watch. All children were able to choose songs on their own using an interactive smart speaker.

Children are very happy and enjoy attending; both children and their parents told us this. Children are confident and settled and they form positive relationships with the child minder and her assistants often sitting close to them when they join in with songs and actions, showing how relaxed and secure they feel. Many have been at the setting since they were young babies. A child settling in chose to sit on the child minder's lap for a cuddle because they were tired. Children feel especially valued when others wave to their parents through the window as they approach the house, and wave goodbye to them as they leave.

Children learn to be polite and respectful. They are beginning to be sympathetic to the needs and feelings of others. Children played together and with the adults present cooperatively, sharing resources and space. They like to be praised when they do something well, for example recognising a colour, or building a tall tower with construction bricks.

Children enjoy their play and learning. They all actively engage in an activity and focus on it for a suitable length of time because they can follow their interests. They excitedly danced to music after school, hopping, clapping hands and stamping their feet during action songs. Their playroom is set up with areas of learning which promote their development fully. They particularly enjoyed waving to and watching the recycling team emptying bins, discussing what they saw with the child minder and assistants throughout the experience. Children whose first language is not English or Welsh have settled really well, are confident, happy and fairly fluent in their additional language. The children in response to questions asked used simple Welsh words.

Children are encouraged to do things for themselves knowing they will have support if needed. They confidently access resources they want, use the toilet and hand washbasins independently and dress ready for school. They bring their own lunch boxes and fetch them when they want to eat and sort their own drinks. During the summer, older children arranged their own McMillan Coffee Morning, sending out their own invitations to neighbours and friends, decorating the garden and making bracelets to sell to raise money.

## Care and Development

The child minder understands her role in keeping children safe and healthy and shares this knowledge with her assistants. She implements effective policies and procedures and has consistently reviewed her setting and care in line with guidance related to the Covid-19 pandemic. All areas used by children, outings to places of interest and walks in the community are risk assessed. She practices good hygiene procedures, keeping children and the setting clean. The child minder understands safeguarding and the procedure to follow should she have concerns about a child. She effectively manages security, keeps doors closed, and maintains CCTV and secure fences around outdoor play areas. She practises safe evacuation procedures, and records and displays her findings on a notice board, so assistants and parents are fully aware of any changes in procedure. The child minder ensures children have plenty of opportunities to be active and get fresh air. She takes them on walks each day, to and from school.

The child minder and her two assistants are good role models. They all have a lovely manner with the children, showing them warmth and respect. They welcome parents enthusiastically when they call to collect their children and speak with them on the school playground. This sets an excellent example to the children who learn great social skills and learn to value others. They interact with children in a way that promotes their learning, development, communication and language skills. They ask questions and offer support and instructions when needed. Their kind and friendly manner promotes children's learning and engages them appropriately so as unwanted behaviour is hardly seen.

The child minder and her assistants gets to know the children well and understand their needs and abilities. She uses this knowledge to plan activities that allow them to develop a range of skills and follow their interests. The child minder and her assistants encourage and support children to be independent, giving them the time, space, resources and facilities to try things for themselves. The child minder helped one child to set up and use the telescope properly to view things in the garden. They are all patient with the children, which, gives the children confidence to be independent.

## **Environment**

The environment is a safe and secure place for children. Visitor details are recorded and the child minder controls access to the premises. She ensures exits remain locked so children are unable to leave unsupervised. Risk assessments are available for all areas used by the children and any places visited regularly, or walks in the community. Hazards are managed well and where possible eliminated, for example we saw safety certificates for the heating system and evidence of monitoring of safe water temperatures. Children are reminded to pick up items they were not using, to prevent others from tripping over them. The child minder has introduced procedures and risk assessments in line with the guidance related to the Covid-19 pandemic. These include more cleaning, hand washing and restricting people entering her setting. To ensure ventilation of the room, windows are open throughout the day.

The environment is welcoming, bright and child friendly. It provides a suitable space for children to play and learn safely. The playroom and outdoor environment are the spaces often used, they are inviting and used well. The child minder did not use the garden on the day of our visit; however, the children do walk to school and play in community areas most days. There are suitable toilet and handwashing facilities next to the playroom and a large open plan kitchen, and additional room for older children to sit quietly to complete homework if needed. The child minder has developed her outdoor play area since the last inspection, ensuring children have a variety of large play equipment and loose parts for example to make dens and create their own play ideas.

The environment is equipped with a range of resources, which are suitable for the age range of children attending. They are stored appropriately in the playroom at a low level so children can access what they want, however labels on storage boxes would help children to find resources more quickly and help with tidying up. We did not see many natural materials or hear how the setting was considering how recycling could improve resources and the children's attitude to sustainability. Outside is suitably equipped with resources, which promote children's physical skills, many items were stored away in several large storage boxes, which would keep them in a good condition and clean.

## **Leadership and Management**

The child minder has a very good understanding of the type of care she provides which is clearly set out in her statement of purpose for parents and her assistants. Her certificate is on display and is correct with the child minding assistants included in her statement of purpose. She has a long history of compliance with the regulations and sustained improvement, and is very familiar with the National Minimum Standards (NMS) and inspection framework. Policies and procedures are reviewed when needed and during her annual review of her setting. She keeps required daily records as required, this includes registers and up to date contracts. She is much organised with files arranged according to the NMS. Her mandatory training is up to date due to her commitment to attend courses throughout the pandemic. In addition she has attended courses to upskill in the additional needs of children and is now competent in the care of children with challenging behaviour, ADHD, Epilepsy and seizures,

The child minder effectively monitors and reflects on the quality of the service she provides. She completed her annual self-assessment of service appropriately, providing the required information and an annual quality of care report in July 2021. Her assistants, parents and children are involved in her quality of care review and complete questionnaires regularly throughout the year. The child minder listens to advice from outside agencies and recommendations from inspections to ensure she meets requirements.

The child minder manages her assistants extremely well making sure they attend appropriate training such as safeguarding and first aid as she leaves them alone for short periods during the day. Assistants have also had opportunities to attend Autism awareness sessions, ADHD, Makaton, Loose parts and relevant NVQ childcare courses. Resources

are managed well. The child minder regularly reviews what is available and buys new equipment if required, or to meet the needs and interests of the children. For example, she has purchased a mud kitchen and has made sensory baskets.

The child minder speaks fondly of the families using her setting and those who have attended in the past. She is very popular, with many parents approaching us on the school playground to speak highly of the time their children currently spend at the setting or have done so in the past. She develops positive relationships with parents and keeps them up to date with their child's development. She told us she has eighteen families registered at her setting currently, those spoken to confirm their children adore the child minder and love attending. Parents describe the assistants as trustworthy, patient and kind in parent questionnaires, viewed as part of this inspection.

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

R1 It is good practice for children to be able to access the garden on a daily basis, and in all weathers.

R2 Storage boxes could be labelled with photographs and text to help children find resources easily, and to help when putting them away.

R3 The child minder should consider providing a good range of natural materials including sand, water, soil and larger loose parts outdoors.

Further advice can be sought from 'PACEY', 'WPPA', 'Play Wales', 'Clybiau Plant Cymru'.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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



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