



## Inspection Report

**Rosalind Evans**

**Bala**



**Date Inspection Completed**

24/07/2023

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	28 February 2017
Is this a Flying Start service?	No
Does this service promote the Welsh language and culture?	The service provides an '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.

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

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

## Summary

Children have good opportunities to make choices and decisions about what affects them. They are active and express enthusiasm and enjoyment in their play and learning. Children interact positively with their friends and the child minder. They enjoy a good range of activities indoors and outdoors and can also choose to relax and have some quiet time. Children are given the opportunity to explore their play area independently and develop their independence skills successfully.

The child minder has a good understanding of her role to keep children safe and healthy. She offers a homely environment, and her interactions are warm and friendly. The child minder organises suitable activities and opportunities to help develop children's learning, play and physical skills, with good opportunities to play outside.

The child minder ensures that all indoor and outdoor environments are safe and clean. She supervises the children well. The child minder ensures most of the toys, resources and equipment are suitable for the children's age, are in good condition and spark the children's interest.

The child minder is dedicated and hard-working. She manages the setting effectively to create better outcomes for the children.

## Well-being

Good

Children are happy and feel safe and settled at the setting. They are active and express enthusiasm and enjoyment in their play and learning.

Children have good opportunities to make choices and decisions about what affects them at the setting. They are confident communicators as their wishes, feelings and needs are considered. Additionally, they speak enthusiastically about their favourite things. For example, children had a lively conversation with the child minder about going to a party and playing on the bouncy castle.

Children enjoy the interesting activities on offer, which recognise and support their individual needs well. They are familiar with daily routines, such as washing and drying their hands before meal times. Children happily approach the child minder to make their requests. For example, when a young child gestured, they wanted something to eat, the child minder responded immediately and gave them some porridge for breakfast.

Children interact positively with their friends and the child minder and they feel valued. They enjoy socialising with others during meal times and develop good attitudes and habits. Children learn to share and take turns purposefully. For example, friends were taking turns to go down the slide and worked well together to tidy up their toys. They share the water tray containers and help each other fill the funnel.

Children choose their own learning and play activities and experiences confidently. For example, friends worked together as a team to build a train track and enjoyed seeing the battery-operated train moving along the tracks. Younger children enjoyed exploring the books that were available and smiled at the pictures. They enjoy practising their counting skills, for example, they counted the slices of banana and strawberries on their plate. Children concentrate well. They sorted the different shaped bricks and named them correctly.

Children develop their independence skills successfully. They prepare themselves well to play outside and put their plates in the sink after eating. A child developed their creativity, for example, they used recycled tyres and wooden planks to create an obstacle course to practice their balancing skills. Children are doing things for themselves with positive encouragement from the child minder.

## Care and Development

Good

The child minder knows the children well and responds to their needs immediately. There is a wonderful relationship between them, and she praises the children consistently for their efforts, celebrating their achievements enthusiastically.

The child minder has an appropriate understanding of safeguarding procedures and implements her policies effectively. She records children's attendance consistently. Her first aid and safeguarding training are up to date. The child minder ensures children are given healthy food and water and milk to drink is readily available. The child minder completes accident and incident records accurately, and these are signed by the parents / carers to evidence they have been kept informed. The child minder conducts fire drills but the outcome of these is not recorded to support improvements in the future. The child minder encourages children to wash their hands which helps them develop their personal hygiene practice successfully. The procedures for changing nappies are in line with current infection control guidance.

The child minder offers warm and friendly care to the children and greets them with a smile and gentle voice. She praises children positively for their efforts and achievements. For example, she praised children for using lovely manners and for being kind to their friends.

The child minder responds to the children's individual needs sensitively. She ensures an inclusive environment and manages interactions well. The child minder organises suitable learning and play experiences for the children and supports them in a positive manner. The child minder ensures children are given good opportunities to improve their awareness of their local community. For example, photographs showed children enjoying their time reading books at the library, going for a walk to feed goats, visiting the fire station, sitting in an ambulance, throwing pebbles into a lake and playing in the forest.

<b>Environment</b>	<b>Good</b>
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The child minder provides a safe and clean environment.

The child minder completes general risk assessments identifying the possible hazards to children and what measures are in place to manage these risks. She implements robust cleaning arrangements and follows current infection control guidance. The child minder ensures there is clear information on how to deal with emergencies. She ensures children are supervised well.

The child minder ensures the layout of the playroom promotes children's independence by allowing them to move around freely making choices to follow their own interests. Toys and resources are placed in convenient locations within children's reach, which helps them make decisions and choices about what they want to play with.

The child minder arranges the learning and play areas in a suitable manner and ensures an appropriate variety of natural resources to develop children's language, numeracy, and self-awareness skills. There is a suitable area for children to store their personal items and this creates a sense of belonging. There are some multicultural resources available to raise children's awareness of their wider society. The child minder uses recycled materials and resources to develop children's imagination and curiosity.

The child minder ensures children have plenty of opportunities to develop their physical skills. She has worked hard to develop a lovely outdoor area with a range of resources and equipment.

## **Leadership and Management**

**Good**

The child minder ensures good well-being outcomes for children. She manages the setting effectively.

The child minder has a statement of purpose that includes the required information to help parents and carers make informed choices about the care provided. Policies and procedures are in place and reviewed regularly. The self-assessment of service statement has been provided to Care Inspectorate Wales (CIW). The child minder informs CIW of any changes to the setting. The child minder is committed to providing an Active Offer of the Welsh language.

The child minder has written a report reviewing the quality of care identifying what works well and areas requiring improvement. She has gathered comments from parents and children but has not included comments from children to enable her to evaluate the setting fully.

The child minder ensures she and the individuals who live at the premises have a current Disclosure and Barring Service (DBS) certificate. She ensures her training is up to date. The child minder has collected all the necessary information within the children's individual records to make sure she can meet their individual needs.

The child minder has worked on developing communication with all parents and carers and uses an electronic app to inform them about their child's progress daily. The child minder ensures children are given good experiences out in the community to improve their social skills.

Summary of non-compliance	
Status	What each one 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

N/A	No non-compliance of this type was identified at this inspection.	N/A
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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 will highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will consider them at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 24 - Safety	Consider recording the outcome of fire drills in order to improve practice in the future.
Standard 18 - Quality assurance	Include children's opinions and comments in the report reviewing the quality of care in order to evaluate the setting fully.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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