



## Inspection Report

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**Caerwys**



**Date Inspection Completed**

17/11/2022

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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	23 January 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.'

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

## **Summary**

Children are happy, settled and have fun. They develop positive relationships with others and are confident to ask for things and to make their feelings known. They frequently make decisions about their care and play. Children progress well and are developing their independence in line with their age and stage of development.

The child minder is very responsive and attends to the children's needs and wants quickly. She has a warm and nurturing manner and knows the children very well. The child minder is well qualified in childcare and consistently meets individual needs and preferences.

The child minder's home is child friendly and suitably maintained. There is ample space and plenty of toys which are in a good condition. There is a good supply of natural and sustainable resources to encourage children to play and learn.

The child minder manages the setting effectively. There are adequate policies and procedures in place. They are stored electronically on a business application to ensure the smooth running of the setting. Parents spoken to at the setting, on the way to school and outside school, are positive about the quality of care provided to them currently and in the past.

## Well-being

Good

Children have opportunities to make choices and decisions. They move freely between the playroom and the kitchen where a baking activity was taking place. Children are happy to chat with the child minder as they know what they say will be listened to and valued. They share their ideas and follow their own interests as they explore treasure baskets, and sit together at the writing and colouring table.

Children are happy and have lots of fun. They enjoy being in the company of the child minder and eagerly involve her in their play. They have a warm and close relationship with the child minder and her daughter, we saw this when one child shared a story with the child minder, and when they all baked biscuits, or chatted as we walked home from school.

Children play happily together, sharing plenty of smiles and laughter and happily chatting away. They are happy to share resources and take turns when baking for example. We saw them enthusiastically working together to mix the biscuit dough and to use the cutters to make Pudsey Bear shapes. Children are polite and well-mannered and help each other.

Children clearly enjoy their play and benefit from a variety of play and learning opportunities. Most children attend after school, a few are cared for part-time during the day. Children are interested and fully involved in activities. They concentrate for an appropriate length of time in line with their age and stage of development. For example, a toddler perseveres when putting on the jewellery items, and older children use an i-pad to play educational games. Children have opportunities to walk to and from school and to explore the local community whilst doing so. They enjoy walking through the church graveyard and talk about road safety as they find their way along narrow roads. They have opportunities to play in a local park and in the child minder's garden.

Children are developing their independence skills well. Older children do many things for themselves and even help younger children. We saw children washing their hands independently, choosing their own snacks from a fruit bowl and collecting things together to be ready at home time. Children access play and learning resources with ease or ask the child minder confidently for help if they cannot find something. Children walk responsibly from school, taking great care when crossing the road and walking down narrow lanes. Children also took care of each other, ensuring siblings and others were safe too.

## Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy. She is qualified to level 5 in a relevant childcare qualification. She ensures there are effective policies and procedures in place which promote children's health and wellbeing and has attended up to date safeguarding and first aid training. We recommended the safeguarding policies and procedures are reviewed following the implementation of the 'Wales Safeguarding Procedures'. Nappy changing procedures were followed and additional measures to minimise cross contamination within the setting are implemented effectively. The child minder has detailed electronic records of all accidents and incidents and details of times when she has administered medications. Healthy eating and regular exercise are promoted well. Children bring their own packed lunches but are provided with additional snacks and water to drink. Many opportunities are provided for children to get outdoors and enjoy the benefits of fresh air when walking to and from school and visiting local parks for example. We walked to school with the child minder and discussed procedures should she be late; we had no concerns regarding the procedures in place and the handover processes in place at the school. The child minder's told us her car is used occasionally.

The child minder has a lovely manner with children and delivers warm, nurturing care. All children are really settled, one has only been at the setting for a short time, whilst the others have been with her since they were babies. Photographs of the children sitting closely together during activities, smiling faces and their interactions on the day evidenced how well they all got on together. The child minder understands the children's needs and has a suitable behaviour policy to support this, which children are familiar with. Children with additional needs are well supported. Interactions between the child minder, her own child, and the minded children are pleasant and respectful. We did not observe minded children with other household members. The child minder encourages and praises children frequently for their efforts and positive interactions. She supports children to make choices over where and what they play with, this helps promote their self-esteem, self-confidence, and sense of belonging.

The child minder provides play and learning opportunities which promote children's interest and ignites curiosity. For example, a young child was trying on necklaces and bangles, and looking at themselves in a mirror. The child minder was also aware the child's favourite toys were the dinosaur figures and building bricks which she brought out when they began to lose interest in the treasure baskets. The child minder spoke Welsh to one child, and we saw there are sufficient Welsh resources to promote the use of Welsh as a first and second language. The child minder promotes children's development naturally through play and has systems in place to track children's development and to support her in identifying the next steps. She plans to meet children's interests and supplements their play by planning focused seasonal activities and involving children in special events, for example making 'Children in Need' biscuits on the day we visited. The child minder is aware of the new

curriculum for Wales and the importance of child led play, and has already attended appropriate training such as 'In the moment planning' and 'Using natural resources'.

## Environment

Good

The child minder makes sure the premises are secure, safe, and clean when she is minding children. For example, on both visits the doors were locked when we arrived, and our identity was checked. However, during the first visit the child minder was not working and we identified some areas of improvement needed in relation to the environment. Action was promptly taken and evidence to show how risks to children had been eliminated were forwarded to Care Inspectorate Wales within 24 hours. In addition, we were not asked to sign a visitors' book, therefore we recommend a visitors' book is introduced to record the attendance of visitors at the setting. Risk assessments available identify most of the potential hazards to children and measures in place to manage these risks, we have made a recommendation in relation to promptly identifying new risks such as those identified during our first visit. Regular fire drill practices ensure children know how to leave the premises safely in the event of an emergency. The child minder ensures maintenance checks for the home and appliances are up to date.

The child minder provides a welcoming and friendly environment for children. It provides light, bright, and spacious areas in the living room and kitchen diner, and a rear garden for outdoor play. Age-appropriate play and learning resources are stored in boxes in cupboards at a low level so children can reach them independently and in accessible sheds in the garden. The child minder often rotates toys, so children experience a variety. The outdoor play area offers sufficient space for children to explore and play. There is a selection of large loose parts for the children to use creatively, an area on which to ride on wheeled toys and grassed area for ball games. There is a separate area for the child minder's pet dog.

The child minder ensures equipment suits the children's age range. For example, stair gates are in place and toys and equipment are clean and in good condition. Resources we saw being used included a wooden train set, animal figures with small loose parts to create habitats, real life trinkets and an old-fashioned telephone on a small wooden table. Good use is made of natural and sustainable resources.



## Leadership and Management

Good

The child minder is very experienced and effectively manages the setting. The statement of purpose supports parents to make an informed choice as to whether the setting suits their child's needs. The child minder manages records electronically and in partnership with parents/carers. Contracts, registration forms and registers are up to date for those children attending and for a new starter expected soon. Some records are printed so they can be kept safely for the time specified by the insurance provider.

The child minder has completed an effective annual quality of care report which considers the views of the children and parents. Many positive comments were recorded. There is a detailed complaints policy, which includes details on how to raise a concern about the setting.

The child minder is appropriately qualified and has completed all mandatory training. She completes additional training to further develop her skills and understanding such as developing the 'Curiosity Approach' at the setting. This demonstrates a commitment to improving practice and supporting her own professional development. The child minder has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. She informed Care Inspectorate Wales when an additional adult moved into the premises and promptly ensured a DBS application was completed by this person. To date the suitability of this person has not been confirmed as a certificate has not yet been issued, this is due to a delay in the processing of the application. The child minder told us parents are aware of the situation. CIW have insisted children are not left alone with the new household member, and that a risk assessment is carried out which outlines the action to be taken to ensure children are safe from risk of harm until the situation is resolved.

The child minder understands the importance of working in partnership with parents to ensure children in her care receive the correct support to meet their individual needs. Parents we spoke to during the second visit were complimentary about the setting as were their children. They approve of the use of an electronic application to pass on information about their child's day. The application is an interactive one, meaning parents can respond to the child minder or make requests themselves securely and confidentially. Parents have access to their child's electronic learning journal, photographs, and developmental information in relation to each child's next steps. In addition, a closed social media page and other applications are used to share group photographs and comments.

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

R1 Review risk assessments as and when emerging risks are identified and addressed

R2 Ensure children are not left alone with household members until a satisfactory DBS certificate is available.

R3 Use a visitors' book to record arrival and departure times of all visitors to the premises

R4 To update safeguarding policies and procedures so they refer to 'Wales Safeguarding Procedures' and not the 'All Wales Child Protection Procedures' as previously known.

### 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
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N/A	No non-compliance of this type was identified at this inspection	N/A
30	Regulation 30 (1) (a) the child minder must maintain and whilst relevant children are being cared for by the child minder, keep at the relevant premises, records in relation to the matters in Schedule 3.	Achieved
24	Regulation 24 (2) (b) The child minder must ensure that at all times at least one person caring for relevant children has a suitable first aid qualification.	Achieved

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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