



## Inspection Report

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**Aberystwyth**



**Date Inspection Completed**

11/11/2021

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	15 June 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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.

<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 and relaxed at the child minder's setting. They have positive bonds of affection with the child minder. They receive consistent care, which develops their confidence. Children make choices and their decisions are listened to. They are interested and excited and engage in play-based activities.

The child minder follows appropriate procedures to keep children safe and healthy. She is consistent in her approach to behaviour management and sets realistic boundaries. The child minder is a good role model. She knows the children well and has regard for each individual child.

The environment is safe, clean and secure. The premises is welcoming and friendly and provides sufficient space for children to play. There is a variety of toys and resources, which are clean and well maintained. Unnecessary risks to children have been identified and as far as possible eliminated.

The child minder runs the setting well, and she is organised. Record keeping is effective and she annually reviews the quality of her child minding setting. The child minder works closely with parents to identify individual needs and to improve the children's well-being and learning. She has established trust and clear communication with parents.

## Well-being

Good

Children are happy and settled in the child minder's care. Children play alongside the child minder and they are happy to approach the child minder for support, shouting "*help me*" when they are stuck. They are happy and confident. They sit with the child minder contently listening to a story about dinosaurs and make the sounds of the dinosaurs. The children quickly retrieve more books from the box and share their books with us pointing out the different farm animals and making the respective sounds. Children often approach the child minder for a cuddle during story time and when playing toys.

Children have a strong voice. For example, some children choose to sit and listen to the story time while others choose to continue playing. The children's choices are respected by the child minder and their preferences are considered. Children who finish playing ask the child minder for colours and glue and the child minder is happy to provide the children with craft resources.

Children's interactions are good. During snacktime, the children chat to each other and the child minder's own family. Children develop good confidence and self-esteem. They proudly show artwork they have made. On our arrival at the setting the children quickly approach us to share their toys "*dinosaurs – raaaaar!*" Other children who are shy on our arrival quickly grow in confidence throughout the morning. Children share resources, sometimes with prompts from the child minder and at other times without prompts. For example, children play alongside each other sharing and taking turns with the toy dinosaurs.

Children are excited and enjoy the activities on offer. Children enjoy playing with the dinosaurs asking the child minder if they can build a cave for their dinosaurs. They enjoy watching the dinosaurs slide off the top of the cave shouting "*ready, steady, go! Again!*" The children persevere for a sustained period of time with a craft activity using the paint sticks while others enjoy sticking stickers to create a picture.

Children are developing good independence skills. They access and use the toilet independently and wash their hands. At snack time, children independently attempt to feed themselves and attempt to peel their own fruit with assistance from the child minder where necessary. Children choose which fruit they would like from the selection available to them.

## Care and Development

Good

The child minder follows appropriate procedures to keep children safe. Her understanding of child protection and safeguarding is good. She keeps a record of incidents and accidents, including times and dates. She has up to date paediatric first aid training, a current food hygiene certificate and recent child protection and safeguarding training. The child minder has an awareness and policy on the prevent duty in relation to awareness of radicalisation.

The child minder minimises the risk of infection transmission, for example, she sanitises all surfaces, she ensures that children wash their hands after using the toilet and provides the children with individual face cloths to wash and dry their hands and faces. The child minder follows her nappy changing procedure as noted in the policy. She uses an appropriate changing mat and wipes it down thoroughly and she washes her hands after each change. However, appropriate personal protective equipment (PPE), for example, the use of gloves and apron are not included in the policy and not used to change the children. This does not follow infection prevention and control guidance.

The child minder knows the children well. She has positive and close bonds with the children. For example, she knew a child had recently started worrying and put together a box of resources to help support the child at the setting to ensure they are fully settled, confident and happy. The child minder knows the children's preferences and is sensitive to the needs of each child. She reassures the children, saying, *"That's ok, don't worry."*

The child minder manages children's behaviours well. She distracts children who want the same resources by explaining sharing and offering another toy to the children to share. The child minder encourages children to be aware of their surroundings by prompting them to be careful when running around inside. The child minder is a good role model. She prompts children to say 'thank you' and praises them for doing so, such as saying, *"That's good, well done."*

The child minder provides suitable resources to keep children entertained, engaged and happy. During our visit, the child minder promoted language development by telling stories and pointing out animal names, colours and other objects. For example, she said, *"Look a ramp – how fast does your car go down your ramp?"* and *"Look lots of rainbows – how many rainbows? – 1, 2, 3, 4, 5 rainbows"*. The child minder plans weekly activities to develop a range of skills, which include trips out to the local area, craft activities, physical activities, puzzles and sensory play. The child minder records children's progress by keeping a scrapbook of pictures, activities and children's achievements and sharing daily information with parents through the use of an app.

## Environment

**Good**

The child minder ensures the environment is safe, secure and well maintained. Security is suitable, for example, the doors are locked at all times. Regular fire drills are in practice but

the child minder only records the date and time of the fire drill. A daily risk assessment and thorough cleaning routines ensure unnecessary risks to children are eliminated as far as possible. The child minder ensures that she completes property maintenance checks. She regularly updates risk assessments for areas indoors, outdoors and on outings such as trips and school runs. The child minder regularly updates a Covid-19 policy.

The property is warm and welcoming with a bright and spacious play room/lounge area. Patio doors lead out to a small outside play space. Resources are stored at a low level and accessible, for children's ages and stages of development. There is a sofa area for rest and relaxation times. There is a toileting area near the child minding play space, which enables children to access independently. There is sufficient space for children to move around freely. The child minder has recently acquired the use of an allotment. She regularly visits the allotment, which is a short walk away with the children. The children help with planting and growing their own vegetables.

There is a good variety and choice of resources. For example, books, toy kitchen, dinosaurs, cars, small wooden house, numerous natural resources and loose parts. Children have a box each in the hallway where they can store all their belongings such as coats, bags and shoes. Cultural awareness and diversity is celebrated through a variety of resources such as dolls promoting a variety of ethnic backgrounds, multicultural books and peg dolls that can be used to represent whoever the children wish them to be. A variety of festivals are celebrated throughout the year such as remembrance day, bonfire night, Christmas, Ramadan and Diwali.

The child minder runs the setting well and she is organised. There is a detailed, updated statement of purpose, which is compliant with regulations and meets the national minimum standards. Record keeping is organised. For example, there are contracts, permissions and information on individual needs of children. The child minder has registered with the Information Commissioner's Office. The child minder has current public liability insurance and car documents are valid. All Disclosure and Barring Checks (DBS) are in place for all those living and working at this setting. Policies and procedures are in place. However, the child protection policy does not consider allegations made against the child minder and it does not consider the current All Wales Child Protection Procedures.

The child minder completes an annual review of the service. She seeks views of parents and children through questionnaires. The people using the service are very positive and complementary of the service provided and their views and ideas are included in the review of the service. The child minder is an experienced and highly qualified childcare practitioner. She has attended and completed numerous extra qualifications and training sessions such as learning with autism, supporting children's emotional development, the Curiosity Approach, understanding sensory processing and integration and baby massage to name a few. On occasions, we heard incidental Welsh words such as colours and numbers.

The child minder shares updated information with parents daily. The child minder uses an online app to update photos and to share feedback with parents. She also keeps a daily record of children's progress and details of care, which includes photos of the children in a scrapbook. Parents told us that policies are shared with them. The child minder has strong links with the local community. The child minder regularly takes children to the local park, the woods, the farm or castle and on walks to the community garden. She has previously worked with children with additional learning needs and has strong partnerships and links with medical professionals such as physiotherapists, health visitors and the additional learning needs co-ordinator at the local primary school.

Partnerships with parents are very good. Parents told us the child minder treats their children as one of the family. They are very happy with the child minder's communication. Their children are excited to attend the setting and thoroughly enjoy all the adventures they go on. The parents told us that they are amazed by the development in their children since attending this setting.

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

R1. Update the nappy changing policy and procedures in accordance with infection, prevention and control guidance on personal protective equipment.

R2. Ensure the child protection policy considers allegations made against the child minder and considers the All Wales Child Protection Procedures.



R3. Consider recording more detailed information in fire drill records.

### 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	N/A

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<b>Ratings</b>	<b>What the ratings mean</b>
<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.

**Date Published** 09/12/2021