



Inspection Report

Jacqueline Sutton

Pontypridd



Date Inspection Completed

14/08/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	8 August 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children make choices and are listened to; all attempts at communication are valued. Children are encouraged to speak and express themselves. Children are settled and form positive emotional attachments, they feel secure, happy, and comfortable in the child minder's home. The children's rights are respected and there are positive bonds of affection. The children co-operate, take turns and share.

The child minder is caring and responsive with children. She creates a positive ethos whereby the children feel valued. However, improvements are needed in relation to health and wellbeing.

Children have access to furniture, equipment, toys, and materials that are appropriate and suitable for their needs. The environment is safe and well maintained indoors and outdoors; however, although the premises is overall safe, risk assessments remain incomplete.

The child minder organises the setting adequately and keeps most of the required records. However, improvements are needed in relation to leadership and management. These can be found under recommendations at the back of the report. On this occasion, we have re-issued an area for improvement for the quality of care. The child minder has good partnerships with the parents.

Children make choices and decisions about what affects them. Children are content and show enjoyment. They have a sense of belonging and are becoming familiar with routines such as helping to tidy up resources. Children's feelings, likes, dislikes and needs are met as they are forming bonds of affection. They have formed friendships with the other children and the child minder's own family. Children chat openly, share stories, and discuss their families. Interactions between the children and the child minder are positive and children show appropriate levels of interest and engagement in their play and learning.

Children are listened to at the setting. Most are happy, confident, and comfortable in the care of the child minder, approaching her for comfort and cuddles. A few children are quieter in nature and decide not to always join in with the other children. Children have free play opportunities; they chose to play happily with the cars, and building blocks to make a city, which they decided was New York. The children asked to play with the bouncy balls, after they had tidied up the cars, and their request was listened to.

The older children are co-operating by playing together and taking turns. They interact well with the younger children, helping them with shapes and colours. Older children worked together to pick up the heavy box and move it to the centre of the floor, showing teamwork and co-operation. Younger children are beginning to become sensitive to other's feelings, by saying 'X is sad, I don't know why he's sad,' when a child hid in a corner. They then asked the child to play with them, which the child did happily. Children have opportunities to make choices and decisions about what affects them.

Children are comfortable in the child minder's home. We saw that children had a trusting relationship with the child minder, her family, and friends. The child minder's husband asked permission to come into the conservatory to chat to them and see what they had built. They responded with "Yeah, its New York." Children feel safe, happy, and valued, and we heard lots of laughter, and they chatted to us telling us what they want to be when they grow up. Overall children play contentedly, and their behaviour is good. They play appropriately with the resources and respond to the child minder well. The children we saw behaved and interacted in line with their age and stage of development. Children are polite and use good manners. The children are engaged and show respect for property and people.

Care and Development

Adequate

The child minder does not always implement policies and procedures to promote healthy lifestyles. The child minder does not follow current government healthy eating guidelines. We saw the children eating crisp sandwiches, and she told us they sometimes have sausage rolls. She has a policy regarding healthy eating packed lunches. The child minder did not ensure that water was readily available, children had to request a drink. The child minder has a current Level 3 first aid certificate. She was aware of children's allergies but did not record the symptoms/action to take if a reaction occurred and did not record changes to their health needs or medication. The childminder has not undertaken any specialised training by a health professional for any specialist treatment of children, and if treatment is no longer needed, this was not recorded. The child minder has medication forms for children, but records are not always signed by the parents.

The child minder implements the behaviour management policy well and uses positive behaviour management strategies; however, her policy has not been updated. She listens to and respects children's views, demonstrating warmth, kindness, and a caring nature. She is sensitive to the needs and experiences of the children.

The child minder encourages the children to feed themselves and she helps the younger children where appropriate, for example, cutting up one child's sandwich when they put too much in their mouth. The child minder manages interactions between the children positively. We heard the child minder talk to the children in a kind and gentle manner. We heard her explain to the older children why they needed to be careful around the smaller children when throwing the ball, and why Humpty Dumpty needed to go to hospital after falling off a wall. The child minder encourages the children to help tidy and praises children when they follow her instructions.

The child minder is aware of her duties and responsibility to report concerns in relation to safeguarding. She has attended many child protection training courses. However, the safeguarding policy does not contain all the required information. The child minder does not always follow infection prevention control or thorough hygiene procedures. She encourages children to wash their hands before eating, and assists young children with toileting, using appropriate gloves and apron. However, she did not wash her own hands after wiping a child's nose. The family pet is kept away from the children, as is the food and water bowl.

The child minder plays alongside the children and models positive behaviour. We heard the child minder helping younger children to count, say shapes and days of the week, and gave lots of praise and encouragement. She discussed cities with them and was engaging with the children when they built their city. The child minder promotes areas of learning, using an array of resources. She encourages children to learn the Welsh language teaching them colours, numbers, greetings, and shapes.

Environment**Adequate**

The child minder's home is clean, warm, and inviting. The environment is well maintained. The fire blanket was mounted to the wall during our visit. The child minder was able to identify risks in the house; however, she has not completed the risk assessments for the garden or for outings. This was identified at the last inspection, however there no risks evident.

The child minder practises monthly fire drills which are recorded. The child minder ensures the environment is suitably safe. For example, she keeps the front door secure and ensures that safety checks are completed such as for the heating system and the car documents are valid. Safety gates are in place where necessary. However, the downstairs toilet was not securely fixed to the wall and moved slightly.

The child minder has sufficient indoor play space for the children to move freely. Children have access to her conservatory, garden, and downstairs toilet. She has organised the environment well, so that it provides a good range of play opportunities for the children. Older children use the dining table for activities and eating if younger children are not present. She provides an environment that supports children's independence and provides suitable play activities. The children have access to resources from the toy storage and outside toys are stored away in a shed.

The children have access to a variety of toys and equipment, which are clean and well-maintained. We saw children had numerous resources to choose from such as multi-cultural dolls, prams, castle, and a pirate ship, all accessible for children to help themselves.

The child minder has a statement of purpose, which explains her child-minding setting and mostly reflects the service provided, although some minor amendments are needed. She completes records of children's personal information, including a record of their attendance times. During our visit, a friend was visiting the child minder's home, and they signed the visitors' book; however, a family member was not recorded as present during child minding hours.

The child minder has public liability insurance. She has a good understanding of her role in relation to confidentiality with children's records are locked away. There are valid disclosure and barring service (DBS) checks in place for household members. She has appropriate policies in place, although they have not been reviewed and updated in some time.

Discussion with the child minder shows she is mostly open to new ideas. The child minder is developing her method for self-evaluation and compiles a basic annual quality of care review. She has a system in place for gaining parent's views but does not seek the views of children and does not evaluate the views obtained in her report. She has not recorded plans for any improvements to her service. This was identified at the last inspection and whilst no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder has positive partnerships with parents. She ensures that communication and engagement with parents is good and keeps parents well informed through regular discussion. One parent spoken to confirmed they are happy with the care received by their child, they told us their child learns new songs, and has developed well whilst attending the service.

Summary of Non-Compliance

Status	What each 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
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N/A	No non-compliance of this type was identified at this inspection	N/A
16	Quality of care review does not include views of parents or children. It does not include planning for improvement.	Not Achieved
15 (1) (c)	SOP not in line with regulation	Achieved
30 (1) (a) Sch3.03	Children's records not in place	Achieved

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 highlight these as Recommendations to Meet National Minimum Standards.

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

National Minimum Standards	
Standard	Recommendation(s)
Standard 22 - Environment	Any indoor premises that are part of the provision are clean, well-lit with adequate natural lighting, adequately ventilated and maintained in a suitable state of repair and decoration. This is on relation to the downstairs toilet.
Standard 12 - Food and drink	Drinking water is to be available at all times
Standard 12 - Food and drink	If children receive meals they are nutritionally balanced, following recommendations in Welsh Government's Food and Nutrition guidance for childcare settings
Standard 24 - Safety	A risk assessment of the whole premises is completed at least annually and is reviewed when there are any changes to the premises or the needs of the children. An action plan with timescales identifies action to be taken to minimise identified risks.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
When recording children's allergies, add the signs and symptoms to look out for, and the action to take if a reaction occurs

Any changes in children's long term health/medication should be in writing from the parents.

All policies and procedures are reviewed and updated.

Include family members in the visitors' book, when minding children.

Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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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