



Inspection Report

Pauline Paul

Abertillery



Date Inspection Completed

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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	Click or tap here to enter text.29 July 2019
Is this a Flying Start service?	Click or tap here to enter text. 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.

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

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

Summary

Children really enjoy their time at the setting and are very settled and happy to attend. Children have a strong voice and are confident to explore, express their feelings and ask for help. They have clear bonds with the child minder, her family and the child minding assistants.

The child minder is very experienced, well-qualified and committed to ongoing training to keep her knowledge updated. She knows the children and their families very well and offers excellent care. She employs assistants to support her to provide a flexible service for parents and good care for the children. She has established clear boundaries within the setting and sets high expectations for behaviour, to effectively guide children's interactions. The child minder plans a very good variety of play and learning opportunities, to meet all children's individual needs.

The child minder's home is very well maintained and provides a safe and suitable space for operating a child minding service. The premises are adapted to provide good facilities for children to be cared for, play, and relax. The areas are safe and welcoming. There are excellent resources providing children with plenty of variety to meet their individual needs and interests. The child minder stores resources so children can access age appropriate toys easily.

The child minder operates a well-organised and long established business. She maintains most records well but had not undertaken all the required pre employment checks for the assistants working at the setting. Policies and procedures are generally robust, and a few have been further revised during this inspection. She has developed very good partnerships with parents and the local authority. She has links with a child minding organisation to support her with her business if required.

Well-being

Good

Children express themselves very well and are free to make many choices and decisions during their time at the service. They choose what they would like to do and equipment they want to use from the very wide range of resources accessible to them. They confidently approach the child minder and assistants for general conversations and to ask for help. For example, we saw them asking the child minder for more colouring materials. They expressed their wishes when they chose where and who to play with. For example, going to the main house to do jigsaws with one of the assistants or to play outside.

Children are very happy and relaxed in the care of the child minder and her assistants. They have very good levels of resilience to settle quickly, coping well with separation from their main carers. They have developed very positive relationships with their carers, engaging with them in a relaxed and comfortable manner. We saw numerous instances when children confidently approached their carers for cuddles, support or to play. For example, a child took a book to the assistant, and they sat with them to read it. They respond positively to direction and happily follow routines which they were clearly familiar with, such as moving between different parts of the premises, tidying up and washing hands. Children interact and play very well together in line with their age and stage of development. They smile and play happily in a group or independently. Children are learning how to comply with socially acceptable boundaries set by the child minder. As such, we saw them enjoying one another's company and playing co-operatively together.

Children enjoy their play and learning very much, engaging in age appropriate activities. For example, we saw one child really enjoy spending time looking at a book while another group of children particularly enjoyed doing a craft activity and marching like soldiers, which linked to learning about Remembrance Day. They are free to explore their environment safely, alternating between playing in the living room, playroom, and the converted garage. Children smile and giggle together as they chase each other around the community centre playroom and ride on trikes outside. They listen intently to a story about being nice to each other, offering their own examples of what is nice and what is not so nice. They are interested and learning a great deal during their play. For example, we saw them drawing pictures, using scissors, and building blocks, developing their fine motor skills.

Children are developing very good self-help skills and levels of independence, in line with their age and stage for development. We saw children access the toilet independently, feed themselves meals and snacks, access equipment, put their own shoes on and follow directions, such as to tidy toys away. They are confident to find their own resources, and motivated to follow their own interests. They are developing good social skills such as manners, sharing and taking turn.

Care and Development

Good

The child minder is experienced and has attended extensive training to support her to be effective in her role. Overall, she has good policies and care practice measures in place, to safeguard and promote the welfare of all children in her care. Discussion with the child minder and assistants evidenced that safeguarding has a high priority, and all have current certificates in safeguarding. An up to date and detailed safeguarding policy is in place. However, this did not include clear information about action that would be taken in the event of an allegation being made about herself or her assistants. Additionally, the child minder did not have a policy outlining how mobile phones are used safely and how children can only access suitable DVDs. They nearly all have current paediatric first aid training. The child minder promotes healthy lifestyles, providing the children with freshly cooked food and snacks and free access to their water bottles. Physical activity is encouraged in her outside play spaces. She takes children on frequent woodland walks, and they have opportunities to cycle and run in a secure space at a community centre. The child minder takes effective steps to ensure children are safe on outings. For example, she has procedures to ensure children are safe on outings and in the car. However, there was no policy regarding how she ensures that appropriate car seats are used.

The child minder is skilled at managing interactions and implementing realistic boundaries. She includes children in discussions about the house rules, so that they are fully understood. They are clearly documented in her behaviour management policy and the assistants are clear regarding the policy also. The child minder and assistants take a positive, calm, and direct approach with the children, so that they understand what is expected of them. For example, they remind children to wait to ask questions without interrupting others, asked them to tidy away toys to make space for more, share toys and explained the dangers of climbing. They give the children lots of positive feedback, praise, and encouragement for their efforts, promoting their self-esteem.

The child minder promotes children's play and learning very well. She has completed many training courses to support her such as on the new curriculum for Wales and supporting speech and language. There is a good system in place to gather information about the children's needs before they start and to monitor their development whilst at the setting. She has robust plans for activities, but these are tailored 'in the moment' to support children to learn about things that they are interested in. She has very many photographs show children enjoying a very large range of activities covering all areas of learning. The child minder provides many opportunities for children to develop skills for independence such as putting on their socks, shoes, and coats. She is patient and provides opportunities for children to work things out for themselves and solve problems through for example, matching activities. She uses resources skilfully to encourage children to think about what might happen next and why.

Environment

Good

The child minder effectively ensures that the premises are safe and secure. She has developed useful written risk assessments. Additionally, she uses safety checklists effectively to ensure hazards are identified daily. The child minder and assistants are aware of the risks associated with these and appropriate measures are in place to mitigate them. She has reviewed and strengthened a few risk assessments during this inspection. A safety gate is present at the bottom of the stairs and entrance to the garage play area to prevent children accessing areas unsupervised. There are thorough systems in place for the safe collection of children from school, which includes the role of the assistants, but this is not written down in a policy or risk assessment. All the necessary insurances are in place and gas safety checks, electrical testing certificates and car documents are up to date.

The child minder offers a rich, child-centred environment that is friendly and inviting. She has developed the environment to meet the needs of the children. She uses the main premises and a converted garage for play, care, toileting, and sleep. She also uses two outside play areas to provide suitable space for a good range of outside play. Some walls are adorned with children's creations, photographs, and educational posters, promoting their sense of belonging. She uses a small community centre for some activities and has risk assessments in place for this. Children usually eat at a communal table which is appropriate for their age. She also has highchairs available. There is good access to secure outside play areas which provides a safe area for children to enjoy a variety of activities such as planting, physical and water play. She ensures suitable toileting and nappy changing facilities, which staff take children to use.

The child minder provides a wealth of high quality toys and resources that provide excellent play opportunities and challenge for children. She has procedures in place to ensure that children access appropriate equipment and that toys are cleaned regularly. The resources promote children's learning and engage their interests very well, such as role play and construction activities. The child minder provides clothing so children can play outdoors in inclement weather. She regularly changes resources and play areas to maintain children's interest such as bonfire night and autumn. Toys and resources promote all areas of children's development. She provides many resources and there are displays and signage that promote the Welsh language and other cultures, which help children begin to appreciate diversity and a multicultural society. She maintains equipment such as the car and car seats well and is clear regarding how to use them safely and in line with the law. She has recently purchased new car seats.

Leadership and Management

Adequate

The child minder is motivated and driven to provide a good quality service. She maintains most daily records and children's documentation well. She has an informative Statement of Purpose that provides useful information about the service and the role of the assistants. The child minder and assistants have good awareness of the generally well written policies and procedures and implement them well. We looked at a sample of daily records such as accidents and attendance and found them to be completed appropriately. She conducts fire drills regularly. The statement of purpose and some documentation such as expanding the fire drill recording, has been reviewed and updated during this inspection.

The child minder has good systems in place to reflect on the quality of her service and is keen to make ongoing improvements. She has high expectations of herself and her child minding business. She is reflective and outlined some of the improvements she has made to keep her service up to date and in line with current best practice. She has undertaken a review of the quality of her service on an annual basis and sought the views of all relevant parties such as parents and assistants. She produces a useful report of her annual review, and this includes a list of priorities for improvement.

The child minder is committed to extend her knowledge and skills. She has completed many training courses over the years, including Level 3 Diploma in Child Care Learning and Development, first aid, safeguarding and food hygiene. The child minder has employed assistants to support her in caring for children and provide a flexible service for parents. She has completed pre-employment checks for the assistants, but records did not evidence that she had undertaken all checks as required by the regulations. There was no evidence to show that staff receive regular one to one support and an annual appraisal. These are areas of non-compliance with the regulations. The child minder told us that she had immediately addressed these issues. Therefore, we have not issued a priority action notice but noted it as an area for improvement that will be followed up at the next inspection. Discussion with the assistants showed that she had received a good induction to the role and are clear regarding her responsibilities. The child minder and assistants operate as a team and work seamlessly with the children, doing tasks such as supervising sleep, nappy changing, food preparation and the school run.

The child minder has very good relationships with parents, contributing positively to their child's well-being. She works flexibly so the children can settle at their own pace. She receives good information from parents for each child prior to them starting, including allergies and food preferences, medical details, likes and dislikes etc are provided by parents so that their care needs are understood before they start at the service. This ensures the child minder can put appropriate plans in place to provide suitable care. The child minder keeps parents well informed about their child's experiences and development through numerous methods of communication such as secure social media, email, texts, and newsletters. Regular conversations, photographs and written observations help parents understand how well their child is progressing.

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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28	The child minder has not carried out suitable pre employment checks for assistants. The child minder must ensure that any persons caring for children are suitable for the role and must evidence that all checks are completed before they start work, in line with the Child Minding and Day Care (Wales) Regulations.	New
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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 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 20 - Child protection	Review the safeguarding procedure to ensure it clearly outlines action that will be taken in the event of an allegation being made about themselves and any assistant.

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)	
Draw up a policy outlining how mobile phones and information technology are used safely. Also how decisions are made regarding children viewing a suitable category of films both at the setting or the cinema.	
Draw up a policy outlining how school runs are conducted safely and how decisions are made regarding using appropriate car seats to transport children.	
Ensure the improvements made as a result of this inspection are fully embedded in practice and sustained over time.	

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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