



## Inspection Report

**Christine Pask**

**Burry Port**



**Date Inspection Completed**

05/07/2023

## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	23 August 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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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<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children are happy, relaxed, and comfortable in the child minder's care. They develop positive relationships with each other, the child minder and her assistants, whom are family members. Children of all ages communicate confidently with the child minder. They experience a suitable range of self-directed activities and enjoy their play. Children are developing their independence.

The child minder delivers warm, supportive care. She interacts well with the children and supports them in their play. The child minder knows the children very well and meets their individual needs and wishes well.

Children receive care in a safe, clean, and secure environment. There is sufficient space with a variety of toys and resources available. These are organised, in good condition and promote children's play and learning. The child minder has developed her garden to provide a stimulating outdoor play space.

The child minder's management of her setting is adequate. There are a range of policies and procedures in place to support the running of the setting. She has undertaken all mandatory training. Parents feedback is complimentary of the setting and the child minder builds positive partnerships with them.

## Well-being

Good

Children are happy and settled at the setting. They enjoy being in the company of the child minder and eagerly involve her in their play. Children form warm and affectionate relationships with the child minder and assistants. For instance, they snuggle up with the assistant when they start to feel tired or want to relax. Children know the setting routines well which makes them feel secure, comfortable and relaxed. Some children use non-verbal gestures to indicate what they want or need because of their age and stage of development. For example, pointing at toys outdoors or reaching up their arms to be picked up. Children have a strong voice, and this is acknowledged at all times. For example, after school one child stated he wanted a toasted sandwich rather than a cooked dinner. We also heard children state confidently, *"I've had enough now"* and this was acknowledged by the child minder.

Children form friendships and interact well. They play happily, sharing plenty of smiles and laughter. They enjoy the social occasion of mealtimes, sitting nicely at the table and eating independently. Children feel a sense of belonging at the child minder's home and feel at ease with the child minder and her assistants. One child told us they enjoy attending as they get to see lots of people and their favourite activity was colouring.

Children are developing their independence skills sufficiently, enabling them to do things for themselves. For instance, reaching for the toys that are placed within easy reach, as well as an older child preparing drinks for younger children after school. The children are engaged and interested in their surroundings, often holding eye contact with the child minder for extra comfort during the inspection.

Children clearly enjoy their play and benefit from an appropriate selection of free play opportunities. Children concentrate for an appropriate length of time in line with their age and stage of development. For example, they spend time mark making with chalks on the easel, and they beamed as they accessed different areas outdoors, proudly telling the child minder they needed to lift their leg to step out of the storage shed. Children have daily opportunities to enjoy the outdoor play area.

## Care and Development

Adequate

The child minder has appropriate procedures to keep children safe and healthy. The child minder prepares healthy home cooked meals and encourages children to eat healthy snacks. She has a range of policies and procedures which promote children's health and safety. However, she does not always fully follow these. For example, children do not wash their hands before meals and the child minder does not wear protective clothing or use an anti-bacterial cleaner during nappy changing, as per the policy. Since the inspection visit, the child minder has confirmed she will implement changes in her practice. The child minder has a safeguarding policy and ensures she keeps her child protection training up to date. Following the visit, the child minder has also ensured both assistants have completed child protection training. The child minder has undertaken Prevent Duty training. However, the safeguarding policy does not include information on The Prevent Duty. She understands the process to follow should she have concerns about a child. The child minder keeps consistent records of children's attendance and records the actual time of arrival and departure. She has appropriate systems in place to record safe administration of medication. There were no accident records available to view. She has up-to-date training in paediatric first aid, enabling her to deal with minor accidents confidently. The child minder has organised first aid training to be undertaken by one of her assistants following the visit.

The child minder and assistants have a lovely manner with the children. Their interactions are positive, demonstrating warmth and kindness. For example, they used "*Of course sweetie.*" The child minder has a suitable behaviour management policy and uses positive techniques such as explanation and distraction to manage minor upsets. She knows the children very well and responds positively to their needs.

The child minder supports children's learning and development through the experiences she provides and her interactions with them. She is sensitive to the needs and experiences of individual children. She regularly praises the children, "*wow! That's fab*" and talks to them in a way suited to their age and level of understanding. The child minder does not plan activities; however she asks children what they would like to do. The child minder does not record observations of children or record their development. She told us she has identified this as something she needs to develop in her practice. The child minder did not use any Welsh with children during our visit.

## Environment

Good

The child minder ensures her home is secure, safe, and clean. For example, she keeps external doors locked, the key is stored at higher level and the entry system includes a camera. She keeps records of visitors to her setting. The child minder has suitable risk assessments in place and supervises children well. She told us she carries out daily safety checks. However, does not keep a written record of these. The child minder ensures her home is well maintained. She carries out fire evacuation practices. However, these records need to be further developed.

The child minder provides a welcoming and friendly environment for children. It is light, bright, and has adequate space for children to play and learn. Children have use of the living/dining room and can easily and safely access the outdoor area from here. Children also have access to the downstairs toilet. The child minder uses her hallway to provide a useful information display board for parents. There are comfortable sofas and chairs on which children can rest and relax if they choose, along with low level table and chairs for snacks, food and activities. Older children can use electronic devices, with relevant parental permissions, if they wish. Children can access a well-resourced garden directly from the play space. The child minder has created an outside space in the garden that gives children many additional play and learning opportunities including mark making, role play and physical play.

The child minder provides a good range of resources, appropriate for a range of ages and interests. Resources available in the outdoor area are freely accessible as well as displayed in transparent storage boxes. Children can access many of them independently. Indoors, a selection of plastic toys are freely available to children in the corner of the room. All the resources we saw were of good quality, clean and in good condition.

## Leadership and Management

Adequate

The child minder is very experienced and manages the setting adequately. The child minder works along two family members, who volunteer for her as assistants. She has a definite vision for her service that she shares with others. The statement of purpose supports parents to make an informed choice as to whether the setting suits their child's needs. The statement of purpose was updated to include terms and conditions as well as the admissions policy during the inspection process. The child minder has developed a range of policies and procedures which reflect the service offered. She keeps updated records including children's contracts, permissions and individual needs. Public liability insurance and car documents are current and valid. Adult to child ratios are always met. The child minder records dates and times children are cared for. However, she does not currently record when assistants are working with children. Following the visit, the child minder confirmed this will be recorded in her daily diary. The maintaining of records is relatively organised to support the smooth running of the setting.

The child minder has completed an appropriate annual quality of care report which considers the views of the children and parents. The child minder is reflective of the day to day running of her setting. She reviews her current practice and training, and she shows ongoing commitment to making improvements by identifying and responding to recommendations made to support further development. For example, purchasing resources children requested as part of the quality of care review.

The child minder is appropriately qualified and demonstrates a commitment to improving practice and supporting her own professional development, such as by ensuring an awareness of the updated National Minimum Standards and the new Curriculum for Wales. The child minder has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. She also ensures all necessary DBS checks are in place for household members. During the inspection visit, staff files needed updating to include documentation required by regulation. Following the visit, all suitability documentation and recruitment checks are in place for the child-minding assistants.

The child minder understands the importance of working in partnership with parents to ensure the children in her care receive the correct support to meet their individual needs. The child minder shares children's daily activities via a written daily record. A parent told us *"They're brilliant. My children don't want to come home."* They also said their children settled into childcare with no issues at all.





### 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
28	The provider has not provided one to one opportunities for supervisions and annual appraisals for childminding assistants.	Achieved
29	The provider needs to ensure opportunities are given for regular one to one supervisions and annual appraisals with assistants.	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 5 - Records	Ensure records evidence who was looking after the children
Standard 7 - Opportunities for play and learning	Ensure some planned activities are offered to children and children's next steps for development are recorded.
Standard 10 - Healthcare	Ensure childminding assistants hold a valid Emergency Paediatric First Aid certificate
Standard 10 - Healthcare	Ensure good hygiene practice is implemented

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)
Further develop fire drill records to include date, time, number of children and adults along with any issues

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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