



## Inspection Report

**Meinir Hurford**

**Aberystwyth**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

15/06/2022

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	03 May 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Working Towards. The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

## **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. The children feel secure, happy and comfortable. The children's rights are respected and there are positive bonds of affection. The children are beginning to co-operate, take turns and share while younger children are beginning to develop a sense of right and wrong.

The child minder is consistent in her approach to behaviour management. The child minder sets realistic boundaries and uses appropriate sanctions having regard to the children's stage of development. The child minder is caring and responsive with children. The child minder creates a positive ethos whereby the children feel valued.

Children have access to furniture, equipment, toys and materials that are appropriate and suitable for their needs. The environment at the service is safe and well maintained indoors and outdoors.

The child minder does not always comply with all regulations relevant to leadership and management and does not always meet the National Minimum Standards for Regulated Childcare (NMS). On this occasion, we have issued an area for improvement. These are noted in the back of the report.

## Well-being

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. Children have formed friendships with the other children and the child minder's own family. Children chat openly, share stories, and discuss their family. 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. The children are happy, confident, and comfortable in the care of the child minder, approaching her for comfort and cuddles. Throughout the inspection, children had free play opportunities; the children chose to play happily with the dolls, taking care when dressing them. The children asked to play with a threading and sorting activity and their wants and needs were listened to. The older children are beginning to co-operate by playing together and taking turns. Children have some 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. We saw the children confidently approach the child minder with toys to indicate that they wanted the child minder to play with them. Children are beginning to feel safe, happy, and valued. Overall children play contentedly. Children's behaviour was good. They play appropriately with the resources and respond to the child minder. 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.

Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully. We saw children having opportunities to choose when they were ready for snack time and which snack they wanted from their lunch boxes. The children were encouraged and praised by the child minder for eating their snack independently.

## Care and Development

The child minder is developing her understanding and is working towards implementing policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. The child minder implements the behaviour management policy and uses positive behaviour management strategies. 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 provides quiet time for children to rest or have quiet time in the lounge.

The child minder encourages the children to feed themselves and she helps the younger children where appropriate. 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 children why they needed to share the resources and take turns. 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 and she explained to us the process to follow if she had any concerns. The child minder is aware of the procedures for child protection. She was able to identify risks and understood the services child protection policy. However, the child minder does not always follow infection prevention control or thorough hygiene procedures. Children did not wash their hands before handling their food. Nappy changing practices do not follow the nappy changing policy. The child minder wiped down the changing mat using antibacterial spray and washed her hands however she did not wear a disposable apron or gloves. This was also referred to in previous inspection reports.

The child minder listens to and respects children's views. She provides an appropriate range of play activities. We heard the child minder giving the children choice of what they wanted to play with "*do you want to carry on playing with the prams and babies or would you like to play with something else?*" The child minder listens to what the children want to play with. The child minder plays alongside the children and models positive behaviour. The child minder encourages children to learn the Welsh language teaching them colours, numbers, greetings, and shapes.

## Environment

The child minder's home is cosy, warm, and inviting. The environment is well maintained with good heating and ventilation depending on the temperature. The child minder has checklists which she uses as risk assessments to note risks for the premises and activities. However, she does not have a risk assessment for minimising risks to children due to having pets and the risk assessments do not identify how risks are acted upon.

The child minder informed us that she completes fire drills regularly and she records these in her diary. The record keeping for fire drills do not contain thorough details. The child minder has emergency procedures in place including emergency medical consent forms for all the children. 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 boiler checks. Safety gates are in place where necessary.

The child minder has sufficient indoor play space for the children to move freely, and has organised the environment well, so that it provides a good range of play opportunities for the children. 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 further toys are stored away in storage, which the child minder accesses and uses to rotate the toys available for the children. Currently the children do not freely access these due to the pandemic, to ensure thorough cleaning after use. The child minder provides some resources to promote children's curiosity about the wider society and cultural awareness such as dolls and books. The child minder told us that the children have free access to the outside area however during our visit we did not see the children using the outdoor environment although weather conditions would have permitted children to spend some play time outdoors. As a result, children missed opportunities to extend their knowledge and development in the outdoors.

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 play-doh, jigsaws, craft, swing ball, hoola-hoops, tipi, dollies, basketball, walkers, ride on toys, jumperoo, threading activities, cars, animals, and blocks.

## Leadership and Management

We have issued areas for improvement in relation to the record keeping of children's attendance. The child minder also has recommendations that were not acted upon from the last inspection.

The child minder has a statement of purpose, which explains her child-minding setting and accurately reflects the service provided. The child minder completes accurate records of children's personal information however she does not record the times in which the children are attending the setting. During our visit, a child was visiting the child minder's home however there was no record of this visit as visitors to the setting are not always recorded.

The child minder has public liability insurance and appropriate vehicle documents in place. She has a good understanding of her role in relation to data protection, confidentiality and data retention and ensures there are valid disclosure and barring service checks in place for most household members. The child minder is currently awaiting the return of one DBS for a household member. Since the inspection visit the child minder has now registered with the information commissioner's office and completed online Prevent radicalisation training. She has effective policies in place, and we saw that these are mostly implemented in practice.

Discussion with the child minder shows she is open to new ideas. The child minder is developing her method for self-evaluation and compiles an annual quality of care review. She has a system in place for gaining parent's views. 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. Parents that we spoke to confirmed they are happy with the care given. However, the child minder does not have a procedure in place for sharing information when there are concerns about children's progress or development because there are no records for the planning of activities or recording the developmental targets and needs of individual children.

The child minder understands her responsibilities to promote the Welsh language. She is working towards some elements of the Active Offer of the Welsh language for example, during the inspection the child minder used the Welsh language regularly and the child minder explained that she celebrates St. David's Day with the children. During our visit, the child minder explained that she prepares a healthy lunch for some of the children such as sandwiches, pasta, pizza, fish fingers while others prefer to bring a packed lunch and she encourages the parents to provide healthy lunch boxes.

## Recommendations to meet with the National Minimum Standards



R1 Consider ways to record forward planning and the monitoring of children's progress;

R2 Ensure that children always have access to the outdoor environment;

R3 Use disposable gloves and aprons when dealing with bodily fluids such as nappy changing;

R4 The child minder would benefit from training to continue developing risk assessments as a working document and to include the family pet as part of the risk assessment;

R5 Ensure that all visitors including children are accounted for on visitors records;

R6 Continue to develop the record keeping of fire drills to include relevant details.

### 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
25 (c)	No risk assessments in place	Achieved
38 (1) (e)	No fire drills conducted	Achieved

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
30	The registered person is not compliant because the	New

	child minder has not being keeping a daily record of the names of the relevant children, their hours of attendance and the names of the persons who looked after them.	
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