



Inspection Report

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Llandysul



Date Inspection Completed

29/07/2021

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About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	19 April 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.

Summary

Children are happy, comfortable and relaxed at the setting. Children have formed positive emotional attachments with the child minder. They feel secure when separated from their parents. Children are active and curious learners and engage in play-based activities. The child minder provides a nurturing and caring environment. She knows the children well and attempts to meet their individual needs. The child minder is a positive role model and is consistent in her approach when setting realistic boundaries and modelling positive behaviour.

The child minder ensures that children are cared for in a safe, clean and secure environment. The child minder identifies and eliminates some unnecessary risks to children. The setting and outside play environment is secure, welcoming and well maintained. The children have access to equipment and toys that are appropriate and suitable for their needs. The resources are clean and of a suitable design and condition.

The child minder has a basic vision for the service, which she shares with others. The child minder has established trust and clear communication with the parents. She works well with the parents to identify individual needs and improve the children's well-being and learning.

Well-being

Children have good opportunities to make decisions and choices about what affects them. Children's opinions and interests are valued. We saw children choosing where they would like to play and which toys and resources they wanted to use. The children are able to wander the setting freely. Children speak and express themselves well and they receive a consistent response. *"I'm a spider."* *"You need to grow some extra arms and legs."* *"Yes I would need 8."* *"You're right. I was going to ask you how many you would need."* The children are confident communicators and are happy to chat to each other, the child minder and the inspector. Older children were keen to understand why we were visiting and why we were watching their child minder.

During the inspection, we saw children arriving at the setting. The children cope well with separation from their parents they arrive happy and relaxed. Children express their feelings, likes, dislikes and needs comfortably. *"Can we go inside now and watch a film?"* *"Can we do arts and crafts today?"* *"Not me!"* Interactions between the children and the child minder are good and the children are actively interested and engaged. We heard the children laughing and sharing jokes with the child minder. The children are polite and generally use good manners. *"Excuse me please."* We saw children approach the child minder when they were upset or had fallen out with their peers to discuss their feelings. They chatted to the child minder about the importance of not throwing the sand when little children were playing in it. The children show respect for property and people and are involved in deciding and following the rules, which affect others.

Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully and to problem solve well. The children ask for their lunch when they are ready. *"Can we have our lunch now?"* The children sit independently at the table and choose when they would like lunch. They are encouraged to feed themselves. The children help themselves to their snack and drinks. Older children go upstairs to use the toilet facilities independently while others felt comfortable to call for help.

Children take part in play activities and receive support and encouragement. They are eager to show or talk about what they have been doing. We saw children enjoy playing outside. Older children played on the trampoline and younger children played in the sand pit. The children enjoyed searching for gold coins buried in the sand pit. The children play imaginatively. Children mostly play nicely together and older children include and support the younger children.

Care and Development

The child minder is a positive role model. She implements positive behaviour management strategies and has an understanding of child development and its effect on behaviour. We heard the child minder encourage and praise the children throughout the inspection. We heard the child minder discuss disagreements with older children, gaining the views of each of the children and resolving any issues quickly. The child minder demonstrates warmth and kindness to the children. *“What would you like from your lunch? Would you like your cheese or jam sandwich? Would you like your sausage roll warmed up?”* She is observant and keeps children safe. When entering the garden the child minder helps the younger children up the steps into the garden. While the older children were enjoying using the trampoline the child minder ensured that younger children were playing with the ride on toys. *“Where are you going Mr? You can’t go in there at the moment.”* The child minder ensures that the older children know that the trampolines enclosure is zipped up at all times to ensure their safety.

The child minder implements appropriate cleaning and hygiene practices. The child minder cleans surfaces with anti-bacterial wipes. She ensures that children clean their hands and faces after eating food with wipes. However the children did not wash their hands before they had their lunch or snack. During nappy changing the child minder ensured she was wearing disposable gloves and wiped down the surface after use with anti-bacterial wipes. The child minder did not wear an apron and did not use a changing mat. As the child minder has food allergies, she is keen to share with the children the importance of considering allergies and how to keep each other safe.

The child minder is aware of the children’s individual development. The child minder encourages language skills effectively. For example, she questioned a child about colours *“why don’t you find a different coloured ball?”* She discusses children’s development with parents, and professionals, if appropriate. However, the child minder stated that she does not keep any written activity plans or developmental records for the children. The child minder provides very basic Welsh within her setting. The child minder demonstrates through discussion that she has some understanding of child protection procedures and understands her responsibilities to protect children. A basic child protection policy is in place and a separate prevent duty policy although she has not completed her prevent duty training.

Environment

The child minder ensures that the environment is safe, secure and well maintained. The premises is welcoming and warm. Security is good, for example, the front door was locked

and the child minder checked our identification before we could enter. The outdoor play space is at the rear of the property and enclosed. Children are able to use the rear garden independently.

The child minder organises regular cleaning routines that reflect good hygiene practices. Infection control practices minimise risks to children's health and safety. The child minder told us that she wipes down surfaces between uses and cleans the toys after every session. The child minder is beginning to identify risks within the premises. However, we were unable to view any risk assessments which identify risks when completing activities or on outings and using the child minder's vehicle. The child minder undertakes regular fire drills and records the exits used for the practice.

There is sufficient indoor play space for children to move freely. We saw some children playing with the toys and the craft materials in the dining room while other children chose to have quiet time to rest in the living room. The children have access to a range of age appropriate resources and use the outdoor play space as often as possible. We saw older children choosing to move from the indoor play space to the outdoors independently. The child minder supervises the younger children when they choose to play outdoors.

The child minder ensures that children can access good quality and a broad variety of age appropriate furniture, toys and equipment. Older children use the trampoline, swing ball, Nintendo Wii and numerous board games and puzzles. Younger children have access to the sand pit, ride on toys, slide, dolls, books, colouring/craft equipment and a large toy box. The child minder also provides resources, which promote children's curiosity about the wider society, promoting equality and raising cultural awareness. We saw children playing with little people, one was wearing a mask, another was in a wheelchair and one had a sling.

Leadership and Management

The child minder runs her setting appropriately, and she is organised. She keeps all records in relation to children's contracts and their preferences. The child minder has all appropriate parental permissions and records in place, such as attendance registers, accident/incident forms, visitor details and medication records. However, the child minder has not registered with information commissioner's office. The child minder has up to date certificates such as public liability insurance and car documents but we were unable to view the heating safety certificate. She has the required Disclosure and Barring Service checks in place. Her effective administration systems helps to keep children safe.

The child minder has a basic statement of purpose and key pieces of information is missing such as the aims and objectives of the service and the numbers, ages and sex of children for whom care is to be provided. The child minder submitted a quality of care report for 2021 however; this did not include any suggestions for ongoing improvement and does not include feedback from service users. The child minder has implemented some of the recommendations from her previous inspection. For example, she ensures children have their own individual contract and registration documentation.

The child minder is developing her understanding and working towards implementing her policies. She is starting to understand how to identify and manage risks. Most policies and procedures are in place however, they are not always consistently thorough and they do require some reviewing. During the course of the inspection, we were unable to view the behaviour management policy. The child minder promotes positive partnerships with parents well. She keeps parents up to date regularly through verbal communication and use of private messages. However, we did not receive contact information to enable us to speak to parents about the service.

Recommendations to meet with the National Minimum Standards

R1 Implement consistently thorough policies and review regularly

R2 Devise a system to record children's developmental progress

R3 Complete online prevent duty training

R4 Use disposable aprons when dealing with bodily fluids such as when nappy changing

R5 Register with the information commissioner's office

R6 Ensure children wash their hands before handling food

Areas for improvement and action at, or since, the previous inspection. Achieved**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None

Areas where priority action is required

None

Areas where improvement is required

The statement of purpose did not contain all of the information required by the regulations. The registered person must update the statement of purpose with all of the information required and provide an updated version to parents and CIW.

Regulation 15 (1) (a)
 Regulation 15 (1) (b)
 Regulation 15 (1) (c)
 Regulation 15 (1) (d)
 Regulation 15 (1) (e)
 Regulation 15 (4) (a)
 Regulation 15 (4) (b)

The annual quality of care review is not evaluative, and does not include the views of parents and children. The registered person must complete an evaluative review and report.

Regulation 16 (1)
 Regulation 16 (2) (a)
 Regulation 16 (2) (b) [i]
 Regulation 16 (3) (a)
 Regulation 16 (2) (b) [ii]

Risks to children are not minimised. The registered person must ensure she carries out effective risk assessments of the premises, activities, outings and the use of a vehicle to ensure children's safety.

Regulation 25 (a)
 Regulation 25 (b)
 Regulation 25 (c)

There is no evidence of a behaviour management policy and procedure. The registered person must prepare a compliant behaviour management policy.

Regulation 23 (2) (a)
 Regulation 23 (4)

The area(s) identified above require improvement but we have not issued a priority action notice on this occasion. This is because there is no immediate or significant risk for people using the service. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

Date Published 16/09/2021