



Inspection Report

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Crymych

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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10/05/2022

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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	First inspection since voluntary suspension
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	This is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use, or may use, the service.

<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 are very settled and have good opportunities to make choices. Children are happy and have good bonds with the child minder. They are relaxed in her company and enjoy the time they spend in her care. Children are developing their independence well and enjoy learning through play.

The child minder understands her role to keep children safe and healthy and manages interactions well. She allows children plenty of play opportunities. Although there is a gate to the kitchen, the child minder does not always ensure that children do not access the kitchen unsupervised.

The environment is safe, clean and secure. The premises provide sufficient space for children to play. There is a variety of toys and resources, which are clean and well maintained. Unnecessary risks to children have been identified and as far as possible eliminated. However, the child minder does not currently record visitors to the premises.

The child minder manages the service well overall. There are records in place and mostly completed in a timely manner. Policies are in place but are not updated in a timely manner and the child minder does not always follow all policies accordingly. The child minder has established trust and clear communication with parents and has built positive partnerships with them to effectively support children's well-being.

Children are happy and relaxed at the child minder's setting. They enjoy riding on the small ride-on toys and follow their own interests. Children enjoy choosing books to read at with the child minder and express excitement as they look at tractors in a pop-up book. They also point to a tractor on the television and are engrossed with a small tractor and trailer and play intently with them indoors and outdoors.

Children have a strong voice. They make choices and their decisions are listened to. For example, they can have more toast on request. Children know their choices are respected by the child minder and their preferences are considered. For example, a young children use non-verbal language to ask the child minder for help with pulling their jumper down below their waist.

Children's interactions are good. They have positive bonds of affection with the child minder. Children develop good confidence and self-esteem. For instance, they proudly engaged with adults as they played with tractors and smiled at each other as they played together outdoors. Children are confident to approach the child minder for comfort and support and are provided with positive words of encouragement and hugs when needed. For example, when children were tired, they showed the child minder they wanted their comforter and settled down on her knee for a cuddle

Children are interested in their play and fully engage in all activities. They confidently move between resources and can easily choose which toys they want to play with. They have also made their own sensory toys using bottles and pasta and recall making them and playing with them. Children enjoy a good range of experiences and can spend plenty of time outdoors. They use the garden daily and have regular trips to local playgrounds, places of interest and toddler groups where they have opportunities to develop physically and socially.

Children develop good confidence levels and self-esteem. They are very aware of the daily routines and this provides them with the confidence to explore and independently help tidy up. In the main, children enjoy opportunities to develop their independence skills and this enables them to do things for themselves. For example, they have opportunities to feed themselves and can easily reach all resources.

Care and Development

Adequate

The child minder is kind and caring. She follows appropriate procedures to keep children safe and healthy. She has a good understanding of child protection and safeguarding. The child minder has included contact details in her child protection policy and has valid child protection training. The child minder has a book for recording incidents and accidents but no accidents have happened since she has restarted minding. She has up to date paediatric first aid. The child minder ensures she minimises the risk of infection transmission. For example, she sanitises surfaces, ensures that children wash their hands and provides the children with individual face cloths to wash and dry their hands and faces.

The child minder knows the children very well and has fostered close bonds with them. She understands the children's preferences and is sensitive to the needs of each child. She asks parents for information about the children before they start and communicates well with parents. This ensures she has regard for each individual child and their individual needs are met. For example, the child minder places the buggy in the lounge on realising children are tired, and knows their routines well as she asks one child '*Ti moyn llaeth a blanci? A dymi? [Do you want milk and blanky? And a dummy?]*'.

There is a good nappy changing procedure in place. We heard the childminder talking to children as she changed their nappies, which comforted them. However, the child minder does not always follow her nappy changing procedure as she did not use personal protective equipment.

The child minder generally manages children's behaviours appropriately and usually adapts positive behaviour strategies. The child minder supports children's play and development appropriately. She reassures children in activities and routines and encourages their independence. She regularly observes children's play and learning to understand their needs. Activities are open-ended, which allows children to direct their own play and stimulates their imagination. The child minder supports children's Welsh language development very well and we heard frequent use of the language. The child minder provides opportunities for children to create craft activities to celebrate festivals such as St David's Day and Christmas.

Environment

Adequate

The child minder ensures the environment is safe, secure and well maintained. The doors are locked and the child minder ensures the external gate is also locked when children are playing outdoors. However, the child minder does not keep a record of visitors to the property. The child minder now conducts fire drills, however she does not follow the frequency stated in her policy.

The property is warm and welcoming with a playroom/lounge area. The playroom has ample floor space to play. The child minder uses the secure garden and outdoor play spaces as often as possible; this includes the garden and trips to the local area and playgroups. These provide children with opportunities to explore and develop through play.

The child minder has basic risk assessments and performs daily visual risk assessments. She has developed a specific Covid-19 policy and risk assessment and has good procedures in place to protect children. For example, toys and resources are cleaned regularly. However, the Covid policy has not been updated and does not reflect current practices.

The child minder has appropriate resources and equipment for a range of ages. Resources are stored at a low level and are accessible for children in line with their age and stage of development. There is sufficient space for children to move around freely and lead their own play. There is a satisfactory variety and choice of quality resources available to develop independence and learning through play. The child minder also has appropriate pushchairs, car seats and highchairs, which allows her to care for children safely. The child minder has some multi-cultural resources such as books, which reflect our diverse society.

Leadership and Management

Adequate

The child minder has an appropriate understanding of her role and regulatory responsibilities. There is a sufficiently detailed statement of purpose providing information about the service. Parents can therefore make an informed decision about its suitability for their child. The child minder agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as taking children on trips and accessing emergency medical treatment. The child minder has up to date car documents and certificates such as public liability insurance. The child minder does not always fulfil her responsibilities in terms of notifying CIW of significant events affecting the service, such as closures and notifiable diseases. In the main, the child minder keeps accurate attendance records of when the children arrive and leave.

The child minder has a satisfactory range of policies, procedures and adheres to them. These policies are clear, but are not reviewed regularly, meaning some information is not always up to date. For instance, the complaints policy references being registered with the ICO (Information Commissioner's Office) despite the child minder not having pursued this yet. Household members over the age of 16 years have a current Disclosure and Barring Service (DBS) certificate and the certificates are valid. The child minder has up to date mandatory training.

The child minder promotes positive partnerships with parents and local pre-school provisions. She keeps parents up to date regularly through verbal and private messages.

Recommendations to meet with the National Minimum Standards

R1. Keep a record of visitors to the premises

R2. Review policies to ensure they are always up-to-date and ensure they are always adhered to

R3. Ensure children do not have access to the kitchen unless it is being used solely for a supervised activity

R4. Follow the nappy changing procedure

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
31	The service does not comply with regulation 31 as the child minder does not notify CIW of events under schedule 4.	New

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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