



Inspection Report

Lesa Marshall

Pontypridd



Date Inspection Completed

05/02/2024

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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	02/11/2017
Is this a Flying Start service?	
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 thoroughly enjoy their time at the setting and are very settled and happy to attend. They have a strong voice and are confident to explore, express their feelings and ask for help. Children have worthwhile opportunities to develop their independence.

The child minder is experienced and dedicated. She understands her responsibility for keeping children safe and has good procedures in place. The child minder has recently reviewed some policies and procedures that underpin her practice. She provides warm, responsive care and manages interactions positively in an engaging way. The child minder plans a purposeful variety of play and learning opportunities to meet all children's developmental needs.

The child minder maintains her home well, with safety aspects fully considered, providing a safe and welcoming environment. She makes effective use of available space, with good access to the toilet, nappy changing and eating facilities. The child minder does not currently use the rear garden in her home.

The child minder is generally well organised and provides a valuable service for both children and parents and implements her statement of purpose well. The child minder carries out a basic review of her setting on an annual basis and is committed to making improvements to her service. She has developed particularly good relationships with parents and communicates successfully regarding their children's needs.

Children have a strong voice. They know the child minder will listen to their needs and wants and show an interest in their play. Children have many opportunities to make decisions about how they spend their time at the setting. They decide what they want to play with and choose from the range of toys accessible to them. For example, we saw children choose cuddly toys that they used to mimic television characters. Children chose what they wanted to eat from a selection of options.

Children are very happy, settled, confident and enjoy attending the setting. They feel secure and form warm and affectionate relationships with the child minder. They readily approach the child minder. We saw them snuggle up, helping her turn the pages of the story book as she read to them. Children know the daily routines well, which helps them feel settled and at ease in their surroundings.

Children are building strong friendships. They wait as other children arrive and greet them warmly. Children interact well and are learning successfully that they need to listen and engage with the expectations of the child minder to keep themselves safe. This includes eating and drinking in the kitchen and looking after the toys by tidying them away when they finish using them. Children play well alongside each other in line with their age and stage of development. They are learning to share space and resources with gentle reminders from the child minder.

Children are motivated and thoroughly enjoy their play and learning. They engage in activities that interest them for an appropriate length of time and are curious learners. For example, they really enjoyed looking at the different types of birds in the garden and engaging in discussion about them. Children thrive and make timely progress in their learning and development. For example, one child spent time hitting a ball through tubes, smiling broadly. They sought some help from the child minder who demonstrated an easier method, and they were then confident to do it independently. Children have great fun while learning and make big strides in their speech and language, for example repeating unfamiliar words with the child minder as they talk about the garden.

Children are developing good levels of independence by eating, accessing resources, and following simple directions, such as to tidy toys away and wash their hands at appropriate times. They learn self-help skills and have many opportunities to carry out tasks independently. For example, children readily help to tidy up before mealtimes and know where to put toys and resources. This develops children's confidence as well as giving them a sense of pride. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions.

Care and Development

Good

The child minder is very experienced and ensures children's health and well-being is promoted well. There is a thorough child protection policy in place and the child minder has up to date training in safeguarding. Discussions with the child minder evidenced that she is aware of the procedure to follow if she has any concerns for children's welfare. She has reviewed her safeguarding policy to ensure it clearly outlines the procedure to follow and to ensure it refers to the revised Wales Safeguarding Procedures. The child minder has a food hygiene certificate, although she does not provide food but serves what the children bring. The child minder has a robust procedure in place to ensure children with food allergies and intolerances are safeguarded. There are individual plans in place and medication is stored safely. The child minder completes accident, incident, and medication records well. She practices fire drills regularly and keeps appropriate records.

The child minder manages children's behaviour well. She has a behaviour management policy in place, which identifies positive methods to manage children's interactions. The child minder has expanded the policy to reflect how she manages specific elements of behaviour such as bullying. The child minder is respectful of children's needs and provides children with clear boundaries. She adopts a calm and positive approach to managing children's behaviour and is enthusiastic and kind in her interactions. She is consistent in her approach and shows regard for individual children and their age and stage of development. She is fair and firm when addressing minor disagreements between children.

The child minder is responsive to children's needs. She has fostered good relationships with children and parents and knows the needs and preferences of the children in her care very well. The child minder keeps records of children's developmental milestones and uses this information to provide interesting and challenging activities. The child minder joins in children's play and successfully extends their learning. For example, by introducing new vocabulary as they watch the birds in the garden, such as numbers and colours. The child minder provides a good range of play and learning experiences for children, including visits to many places and groups in the community. She has many photographs showing how she supports children to develop an understanding of the celebration of cultures and diversity at various times of the year such as St Davids Day and Chinese New Year. The child minder does not provide the Active Offer of the Welsh language.

Environment

Good

The child minder ensures that the premises are safe and secure. She ensures external doors are secure and any visitors are recorded. She is confident in how to keep children safe including at home and on visits off-site. The child minder has basic written risk assessments in place showing how she manages risks in the environment and safety equipment is in place where required. She spoke confidently about minimising risks and performs daily visual checks of the environment. She has further updated the risk assessments during this inspection. The child minder ensures that the premises are maintained to a high standard and that the heating system is serviced annually.

The child minder ensures that internal space is child friendly and utilises it well to provide a good range of activities for children. She uses the downstairs rooms, with one room set up as a playroom which affords children a good degree of independence. The child minder has comfortable seating in the lounge for children to relax and suitable eating facilities in the kitchen. The child minder effectively supervises children to use the downstairs toilet and she provides appropriate nappy changing facilities. The child minder has a large rear garden that was not being used at the time of the inspection. She has a front driveway that provides safe access for children to use the car.

The child minder has a variety of appropriate resources and equipment for a range of ages. For example, dolls, construction sets, arts and craft and small world play. She stores resources and play equipment at a low-level making them easily 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. The child minder has some multi-cultural resources such as dolls and small world toys, which reflect our diverse society. She has a considerable number of books, including some in the Welsh language. The environment supports children to develop their independence and enables them to learn through play successfully.

Leadership and Management

Adequate

The child minder is experienced in her role and is committed to providing a good service for parents and children. She runs her service appropriately and in line with the regulations and national minimum standards. She has a statement of purpose that outlines what the setting provides, allowing parents to make an informed choice about its suitability for their child. She has developed basic policies and procedures, many of which have been recently updated to reflect current practice. She maintains daily records such as attendance registers well. The child minder has up to date car documents for the transportation of children and certificates such as public liability insurance. The child minder is aware of confidentiality and data protection laws and is in the process of registering her setting with the Information Commissioner's Office.

The child minder completes an annual review of the quality of care she offers when required and actively seeks ways of improving the service. She asks for the views of children and parents, using their feedback to ensure she meets the needs of the children. She produces a brief report of her annual review, which includes her vision and an action plan of what improvements are required in the future. The child minder submits her Self-Assessment of Service Statement regularly when requested by Care Inspectorate Wales (CIW).

The child minder does not employ an assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. She has links with other child minders in the area and has nominated a back-up child minder that she can call on should an emergency arise. She ensures that all mandatory training such as paediatric first aid and child protection is regularly updated. All household members' disclosure and barring service checks (DBS) are up to date.

The child minder promotes positive partnerships with parents. She makes every effort to maintain good relationships with them keeping them up to date regularly through verbal and private messages. Before children start at the setting, the child minder asks parents specifically about their child's preferences, needs and abilities, and for any other information they need to share to ensure the best possible care for each child. She records this information and keeps it updated, as necessary. The child minder keeps CIW updated appropriately regarding changes to their service and any significant events.

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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N/A	No non-compliance of this type was identified at this inspection	N/A
20 (2) (a)	The registered person is not compliant with regulation 20(2)(a) of the Child Minding and Day Care (Wales) Regulations 2010.	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)
	No NMS Recommendations were identified at this inspection

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)
Consider how more opportunities can be provided for children to develop their knowledge and understanding of the Welsh language.
Ensure the recent improvements to policies, procedures risk assessments are monitored and are kept updated.

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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