



Inspection Report

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Meifod



Date Inspection Completed

23/06/2022

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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	22 October 2018
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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children feel secure, happy, and comfortable at this setting. The children have formed positive relationships with the child minder and her assistants who know them well. The children are forming friendships and becoming sensitive to others.

The setting has detailed policies and procedures, which promote the children's well-being. There is a caring atmosphere, and the child minder meets children's individual needs successfully.

Children receive care in a safe, clean, and secure environment. There is a good balance between keeping children safe from harm and supporting them to take risks. There is lots of space and plenty of facilities to encourage children to play and learn. Toys and play equipment are age appropriate and in good condition. The setting is welcoming and friendly.

The child minder manages the setting effectively and complies with all Care Inspectorate Wales (CIW) regulations. There is a clear statement of purpose that provides an accurate picture of the service. The child minder has high expectations and shares her values about learning and behaviour with the children and her assistants. The child minder works well with parents to give them information about the service and the children's well-being and care.

Children play freely, choosing their own toys independently. They communicate confidently and know their wants and needs are considered. We heard children asking for help to pull out the toys and the child minder was always happy to help. Children speak openly and have formed positive bonds of affection with the child minder and her assistants. The children happily approach them to chat enthusiastically about their play and learning.

The children share their feelings openly because they are encouraged to do so, and they know that the child minder considers their likes, dislikes, and needs. Children play happily and are content. They approach the child minder or her assistants for comfort and reassurance when they are sad or upset. Interactions between children and adults are good and children are interested and enthusiastic. Children enjoy singing rhymes with the child minder's assistants. They sing and babble happily to the rhyme, depending on their age. The children are confident and ask questions to gain more understanding of their learning.

Children are sensitive to the needs of others. They are polite and use good manners. The children chatted to us and shared their enthusiasm in the toys they were playing with. The children play nicely with their friends, taking turns and sharing with each other. When disagreements happen, they respond to the child minder's efforts to deal with these fairly and quickly. The children show respect for property and people and are involved in deciding and following the rules.

Children are interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors and choose when they want to relax and have quiet times. They have many opportunities to choose their own play and to give their opinions on their tasks. They help themselves to toys from the easily accessible storage, which is at their level. We saw some children playing in the sandpit, sharing the buckets and spades while others play in the water area watching the water run along the troughs and drip through the holes in the colander. The children enjoy roaming around the outside space, exploring the garden.

Children are developing their independence skills well enabling them to do things for themselves. For example, washing their hands independently. The children use age-appropriate cups, choosing if they would like the cup with or without a lid and they tidy up after themselves. The children have lots of free choice for instance choosing their own snack from the selection of fruit available.

Care and Development

Good

The child minder understands and has detailed policies and procedures in place, which promotes the children's personal safety and well-being. She has detailed risk assessments, identifies, and actively manages risks. She prioritises safeguarding and has a thorough understanding of her responsibilities to protect children. The child minder confirmed that she and her assistants have all completed safeguarding training. However, they did not complete the online Prevent radicalisation training. The child minder considers the children's health and safety well, storing medication safely and clearly recording and considering children's medical requirements and allergies. The child minder records details of accidents and ensure these are shared with and signed by the parents. However, she does not keep a copy of the full details for her own records.

The child minder is aware of the children's individual development. She plans well with her assistants, sharing ideas during regular staff meetings and is aware of the children's next steps by completing a 'skills before school' checklist. The child minder and her assistants understand the behaviour management policy and use positive behaviour management strategies. They act as good role models using "*don't be cross, it's OK*" when there are disagreements between children. We heard lots of positive behaviour reinforcement and praise throughout our visit. The child minder provides the children with clear instructions to follow. Interactions between the child minder, her assistants and the children are warm, and kind and they regularly check with the children how they are feeling.

The child minder has thorough cleaning procedures and excellent hygiene practices. For example, she regularly cleans surfaces using anti-bacterial spray. The childminder and her assistants encourage children to wash and dry their hands using warm soapy water and individual cloths. The child minders assistant washes her hands thoroughly before and after changing nappies and cleans the nappy changing surfaces before and after use. She also wears a disposable apron and gloves during nappy changing.

The child minder understands and implements the Welsh Government's best practice guidance Food and Nutrition for childcare settings. She prepares her own home cooked food and offers healthy, balanced, and varied choices. The child minder has completed her food and nutrition level 2 and is registered with the local authority.

Environment

Good

The child minder ensures that the environment is safe, secure, and well maintained indoors and outdoors. The premises is locked, gated and secure. When we arrived, we were able to sanitise our hands using the dispenser on the outside fence. The premises is welcoming, warm, and accessible to all. The playroom is a large, bright open space, which is a tranquil environment. The premises is clean and well maintained with good heating and ventilation dependent on the temperature. Children's work and photographs are displayed, which gives the children a lovely sense of ownership.

The child minder completes effective and detailed general and fire risk assessments, which she regularly reviews. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she child minds. The child minder practises regular fire drills and records these appropriately.

The child minder uses the outdoor play space as often as possible. She has recently received a grant which she used to purchase an outdoor classroom. We saw the children thoroughly enjoying roaming freely in the gated outdoor area. The child minder has several resources available outside to extend the children's knowledge and development including a sand pit, water play, ride on toys, see-saw, hoops, tables and chairs, balls and role play areas.

Inside, the child minder ensures the children have access to a good range of quality toys and play equipment that suits their individual needs. The layout and design of the environment promotes children's independence. Toys and resources are stored in appropriate storage boxes which the child minder pulls out when children choose their toys. The child minder ensures the play environment is child centred and appealing, filled with lots of interesting activities and play equipment. The child minder makes sure that the children have access to a wide range of books and toys that suits their age and stage of development and reflect positive images of diversity, such as jigsaws, construction blocks, and craft resources.

Regular cleaning routines are in place, which reflect good hygiene practices. The child minder thoroughly embeds the Welsh Governments protective measures for childcare settings and infection control practices to minimise any risk to children's health and safety.

Leadership and Management

Good

The child minder has a clear vision for the service, and she shares her enthusiasm with others. She has a strong culture of continuous self-development. The child minder leads by example, and this is reflected in her assistants some of which are working towards completing further qualifications. The child minder keeps up to date with best practice relevant to the children in her care.

The child minder actively implements self-evaluation, and she seeks and implements the suggestions of children, their parents/carers, and other interested partners. Within the previous quality of care review, the child minder actively set targets for the improvement of the service. The child minder has an up to date and detailed statement of purpose, which is a true reflection of the service. She complies fully with the relevant regulations and often exceeds the National Minimum Standards for Regulated Child Care. The child minder is very knowledgeable and passionate about her responsibilities. She reviews policies regularly, shares with her assistants and implements them thoroughly in practice.

The child minder has a good understanding of the responsibility to promote the Welsh language and is actively working towards the active offer. The child minder's assistants use incidental Welsh words and phrases such as colours, shapes, feelings, and general greetings. The child minder follows thorough recruitment processes to safeguard children and there are good systems in place to update suitability checks. The child minder has implemented a good induction procedure for her assistants and promotes ongoing training. The child minder understands her responsibilities for performance management and encourages her assistants to attend a range of training opportunities. She completes regular supervision to ensure her staff are receiving sufficient support

Communication with parents is effective to keep them well informed. The child minder shares daily information by sending pictures and messages. She has written permissions from parents for a variety of situations, including outings, emergency medical treatment and application of sun cream. However, she does not have permission from parents for children to sleep in pushchairs. The child minder keeps a book of children's work and photographs which is sent home to the parents when their children leave the setting to start school. Parents who use this service told us; *"I couldn't feel more confident that my child is cherished and supported by Tracey and her team"* and *"My child is well looked after and enjoys the setting hugely. They do a lot of activities with the children including outdoor play and school preparation skills for the older children. The staff are approachable, and the policies are transparent and always available to parents. The setting has excellent facilities, and the children are all very happy."*

Recommendations to meet with the National Minimum Standards

R1. Complete the online Prevent radicalisation training

R2. Consider latest guidance to support children's safe sleeping practice and seek permission from parents for children to sleep in pushchairs

R3. Ensure that a copy of the full details of any accident is also kept at the setting and signed by parents to acknowledge the entry

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
N/A	No non-compliance of this type was identified at this inspection	N/A

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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