



## Inspection Report

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**Caernarfon**



**Date Inspection Completed**

09/05/2024

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	12 April 2017
Is this a Flying Start service?	No
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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

### **Summary**

Children are happy and have a warm relationship with the child minder. They enjoy their time at the service and confidently choose from the available activities. Children are confident to communicate their needs and are beginning to form friendships and learn positive social skills.

The child minder is kind and supports children in a warm and positive manner. She is aware of her responsibilities in keeping children safe and promotes healthy habits. She encourages children to spend plenty of time outside in the fresh air and to wash their as required. However, hand washing procedures are not always in line with current best practice.

The child minder ensures the property is welcoming and safe and provides a good range of toys and resources. However, the opportunities for children to explore natural and recycled materials could be developed further to aid children's understanding of the world around them.

The child minder manages her service well and understands her regulatory responsibilities. She ensures her training and suitability checks are kept up to date and parents are kept well informed about their children's development and of any changes to the setting.

Children are happy and settled at the setting. They express themselves confidently and communicate their needs effectively with the child minder. Children can choose how to spend their time and they choose their toys independently as they are stored within reach. For example, they confidently go through to the playroom on arrival and set out the train tracks so they can play with the trains.

Children have formed a warm relationship with the child minder and each other. They feel safe and confident in their environment. For example, they were happy to talk to us and show their favourite toys. They feel comfortable telling the child minder what they want and asking for help when needed. For example, asking for help to put on gloves and goggles when playing with toy tools.

Children are beginning to form friendships and are developing positive social skills. They are happy to chat with the child minder about what they are doing and are eager to involve her in their play. For example, when children were playing imaginatively with a police officer set they were eager to involve the child minder, excitedly telling her about what they were doing. Children are happy to take turns and share toys with only a few gentle prompts from the child minder. For instance, they all wait patiently for their turn to throw the soft balls toward the basketball hoop, cheering and laughing together as they play.

Children enjoy their time at the setting and enthusiastically join in with activities. They engage well with tasks and enjoy playing imaginatively together. For example, they become thoroughly engrossed in imaginative play with superhero figures, happily chatting together and instructing each other on what to do next. Children concentrate well on tasks. For example, they persevered with hexagonal link toys and followed instructions well to match coloured shapes together to create flower shapes.

Children have a good range of experiences and get many opportunities to spend time outdoors. They play in the garden when the weather permits and have regular trips to local parks and places of interest. This provides them with the opportunity to develop physically and socially. The children are encouraged to do things for themselves, such as feeding themselves, and putting on their shoes and coats. This helps them to develop confidence and promotes their independence.

## Care and Development

Good

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She has up to date safeguarding training and can describe the correct procedures to follow should she have any concerns about a child in her care. The child minder has up to date paediatric first aid training, meaning she is prepared to deal with any accidents or emergencies which may occur. Accidents are well documented, and records are signed by parents, showing they have been informed. The child minder ensures children know how to exit the premises quickly and safely in the event of an emergency by ensuring they practise regular fire drills. These practices are recorded on a dedicated log.

The child minder promotes healthy habits; she ensures children have sufficient opportunities to develop their physical skills and spend time outdoors in the fresh air. She ensures children have access to their water bottles throughout the day, promoting good hydration. The child minder promotes good hygiene by encouraging children to wash their hands when appropriate. However, the child minder does not always ensure paper towels are used to dry their hands. Although tables are cleaned each morning, they are not always wiped with antibacterial spray before meal times, thus increasing the risk of cross infection.

The child minder has built positive relationships with the children. She speaks with them in a kind and friendly manner and deals with any unwanted behaviour calmly and fairly. She uses positive methods to redirect children if they begin to show any unacceptable behaviour. For example, she gently but clearly communicates the expectations for sharing and behaving appropriately during activities and she distracts and redirects children if they start to behave inappropriately. The behaviour management policy outlines the practices seen during our visit.

The child minder plans a range of activities in line with children's individual interests and developmental needs. She ensures children have opportunities to develop their social skills by attending local toddler groups. They also regularly attend a story group in the local library. The child minder tracks children's individual development using dedicated developmental tracking sheets. She ensures parents receive regular information about their children's progress through private messages and verbal feedback at the end of each day.

## Environment

Good

The child minder provides a clean and safe environment for children. Doors to the premises are locked while children are present and visitors are required to show identification and sign in using the dedicated visitor's book. The garden area is secure and surrounded by a robust fence. Accurate records of children's attendance are recorded each day. All potential hazards and the steps taken to minimise or eliminate these hazards are outlined within written risk assessments. These risk assessments are reviewed regularly to ensure risks are managed and monitored effectively.

The child minder provides a welcoming and friendly environment. Children have access to a playroom and lounge, meaning they have plenty of space to move around freely and explore the available activities. The child minder provides a suitable range of age-appropriate toys and resources, including animal figures, wooden train sets, jig-saws, toy vehicles, construction toys, arts and craft materials and a play kitchen. Toys and games are well organised and stored in boxes, which are stored at low level so children can reach them independently. There are also comfortable cushions and seating so children can also relax and spend quiet time reading from the wide variety of books if they want to. Children also have access to the garden area where they can complete craft activities or take the toys outside to play in the fresh air.

The child minder has a range of equipment to aid younger children's independence skills. For example, she has toddler toilet seats and steps in the bathroom so children can use the toilet and wash their hands independently. All toys and resources are clean and in good condition. The child minder has started to include recycled and natural materials in the indoor play area in order to enhance children's knowledge and understanding of the world around them. However, the opportunities for children to explore natural, recycled and real life materials in the indoor play areas are limited. Toys and resources are cleaned regularly and these tasks are recorded using daily checklists so the child minder can monitor these effectively.

## Leadership and Management

Good

The child minder has a good understanding of her role and regulatory responsibilities and provides a range of policies to enable her to run her service safely and effectively. These policies are reviewed and updated regularly so they contain up to date information.

However, the behaviour management and complaints policies did include some inaccuracies. We have since received amended copies of these policies, which now include the correct information. The child minder has a detailed statement of purpose, which gives a clear and accurate description of the setting. This enables parents to make an informed decision about whether the setting can meet theirs and their child's needs.

The child minder regularly seeks feedback from parents and children. She outlines some of the improvements made to date and those planned for the next year within a detailed annual quality of care review report. Parent feedback questionnaires show they are very happy with the setting and the care provided to their children.

The child minder ensures that her own as well as household members' Disclosure and Barring Service (DBS) check are valid and up to date. She ensures Care Inspectorate Wales (CIW) are notified following significant incidents or changes to the service as required by the regulations. Her first aid and safeguarding training is up to date in order to maintain a good understanding of current best practice in these aspects.

The child minder has developed positive relationships with parents and shares information effectively. Records provided show the child minder gathers all required information about children prior to them attending. This allows her to plan effectively and to work with families in order to meet children's individual needs. Parents sign to show they have received and understood all the service's policies prior to their child attending. The child minder ensures children have opportunities to learn about the community in which they live by spending lots of time visiting the local areas, such as parks, places of interest and local toddler groups.



### 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
	All staff did not have an up to date, satisfactory Disclosure and Barring Service (DBS) check.	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
N/A	No non-compliance of this type was identified at this inspection	N/A
	The child minder did not keep accurate records of the adults who were caring for the children on each day.	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)
Ensure children use paper towels to dry their hands after hand washing and tables are cleaned before meal times.
Continue to develop the use of natural and recycled materials in the indoor environment to enhance children's knowledge and understanding of the world.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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