



Inspection Report

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Caernarfon

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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06/08/2024

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	19 December 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<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 have good opportunities to make choices and decisions about what affects them. They cope well with separation from their parents / carers because consistent daily transitions recognise and support individual needs. Children's feelings and needs are acknowledged as they have good bonds of affection with the child minder. They are enthusiastic and interested in their play and learning experiences. Children have freedom to safely explore their indoor and outdoor environment to develop their independence skills appropriately.

The child minder has a good understanding of her role and responsibilities to keep children safe and healthy. She interacts positively with children throughout their play and learning activities. The child minder organises good experiences for children to develop their creativity, imagination and physical skills.

The child minder ensures the environment is clean, welcoming and secure. She has made sure the toys, resources, furniture and equipment are of good quality and age appropriate. The child minder ensures the outdoor area is well maintained and encourages plenty of outdoor play opportunities for children in the fresh air.

The child minder manages the setting effectively and is dedicated to making improvements to create better outcomes for children. She has built positive partnerships with parents / carers.

Well-being

Good

Children are confident communicators as their wants, moods and needs are considered. For example, children enjoy talking about their favourite fruits and share what they enjoy eating for breakfast. A child proudly showed their drawing and asked the child minder politely to put it in their bag ready for home time. The child minder responded straight away, and this made the child feel their request was valued. Children enjoy talking about the activities they do with their parents / carers and a child animatedly spoke about planting flowers with their 'Mam'.

Children settle quickly as they are greeted by the friendly child minder. They are familiar with the daily routines and show how they wash and dry their hands and prepare for mealtimes. Children approach the child minder with ease to make their requests and enjoy sitting on her knee to have a story read to them.

Children interact positively with the child minder and their friends. They enjoy the social occasion of mealtimes and sit at the table nicely and practice issuing good manners. Children are learning to take turns, share and cooperate well. For example, they took turns to use the doll's house props to decorate the rooms and create a scene. A child showed kindness as they spoke about the props for the pet corner in the doll's house and said that the dog needed a bed to be comfortable. They shared the craft materials on offer to make their creations.

Children are active and curious learners. They express enthusiasm and enjoyment. For instance, a child enjoyed completing a wooden sea life themed jigsaw and named the sea creatures correctly. Children develop their role play skills and imagination well. They use a variety of props to create an ice cream parlour and practice counting the toy money before placing in the till. This led to a lively conversation about their favourite ice cream flavours. For example, a child shared their story about having a chocolate ice cream cone with sprinkles when they went to the beach. Children enjoy playing outdoors, they are busy, watering the plants, pretending to cook in the playhouse and exploring the garden while walking around with a toy shopping trolley.

Children are developing their independence skills appropriately. However, opportunities are missed at times of arrival at the setting and during mealtimes for children to store their own belongings and serve themselves food. Children do practice pouring their own drinks of water. Children wash their hands confidently and a child showed how they used the picture guide on the wall to wash their hands well. Children are doing some things for themselves well with encouragement from the child minder.

Care and Development

Good

The child minder knows children well. She has a warm and kind approach towards care giving. The child minder is responsive and sensitive to all children's individual needs. She consistently values their efforts and celebrates their achievements.

The child minder has a good understanding of her role and responsibilities to keep children safe and healthy. She understands and implements her policies and procedures well to promote healthy lifestyles, physical activities and well-being. The child minder has an appropriate understanding of safeguarding procedures. She consistently records children's hours of attendance as part of her wider safeguarding practices. The child minder has completed relevant training in safeguarding, first aid and food hygiene suitable for the ages of children being cared for. She encourages children to wash their hands after using the toilet and before mealtimes to develop their personal hygiene practice effectively. The child minder encourages children to eat healthily and provides fresh drinking water. She makes sure fire drills are conducted to help raise children's awareness of procedures to take in case of an emergency. Nappy changing procedures are in line with current infection control guidance.

The child minder supports children to express themselves positively. She makes sure they receive consistent good interactions. The child minder ensures the children's home language is promoted throughout the day. She has a good understanding of the positive behaviour management policy and practices effective strategies to support children to learn to take turns, share, co-operate and be kind to their friends. The child minder ensures children have privacy and their dignity is respected when having their nappy changed or when using the toilet.

The child minder has a responsive approach to activity planning. She listens and respects children's choices and affords them the opportunity to direct their own play well. The child minder is recording observations of what children do but is not using the information to help her plan for the next steps for children's play, learning and development. She organised a lovely story time activity and invited children to interact throughout. This led to a lively conversation about what creatures live under the sea and who has travelled in a boat. The child minder raises children's awareness about their emotions and asks them to think about how they are feeling today and why. She provides opportunities for children to develop their physical skills well outdoors in the fresh air. The child minder encourages children to take note of nature, and this led to an interesting conversation about butterflies.

Environment**Good**

The child minder ensures the environment is safe, clean, secure, and well maintained both indoors and outdoors. She has a good understanding of her responsibilities in relation to the safety and welfare of children. The child minder makes sure there is a system for managing access to the premises and a record of visitors kept. She organises regular cleaning routines that reflect good hygiene practices. The child minder's good infection control practices minimise risks to children's health and safety. Risk assessments of the premises, activities and outings are reviewed regularly and highlight the potential risks to children and the measures put in place to minimise possible risks. The child minder supervises children well throughout their daily play and learning activities.

The child minder makes sure the environment has good indoor play space for children to move freely. She ensures the environment meets children's needs and enables them to reach their full potential. The child minder ensures the environment provides a good range of play opportunities suitable for the age ranges cared for. She makes sure children can access good quality age-appropriate furniture, toys and equipment both indoors and outdoors to stimulate children's interest and imagination. The child minder stores toys, resources and equipment at a low-level meaning children have easy access and choices about what they want to play with. The child minder has a space to store children's personal items, but children do not have the opportunity to store their own personal belongings to develop their independence. She displays books attractively, inviting children to take interest and read them.

The child minder provides some re-cycled materials and household goods to develop children's natural curiosity. However, there is a lack of resources to promote children's awareness about their wider society and raising cultural awareness. The child minder provides good play opportunities for children to develop their physical skills and imagination in the well-maintained outdoor play area. For instance, there is a choice of pedal vehicles, slide, crawling tunnel and colourful playhouse. The child minder has ensured an area for children to learn about planting and growing flowers to develop their nurturing skills.

Leadership and Management

Good

The child minder manages the setting effectively. She is hard working and committed to making improvements to create better outcomes for children.

The child minder has an up-to-date statement of purpose that reflects the service provided and provides the required information to help parents / carers make an informed decision about the service. She reviews her policies regularly and ensures these are implemented in practice. The child minder can demonstrate she is actively working towards the implementation of Welsh Government's best practice guidance for food and nutrition for childcare settings but has not included reference to this in the policy. She ensures the required records are accurately kept. The child minder has a good understanding of her responsibilities to promote the Welsh language and culture. However, not all documentation is available for parents / carers in both Welsh and English. The child minder ensures she engages with Care Inspectorate Wales (CIW) and notifies CIW of significant events. She has submitted the assessment of service statement to CIW.

The child minder reviews the quality of care annually. She seeks the suggestions of children, their parents / carers and professionals about what improvements could be made. However, she has not included these views in the report to help her measure the success of the setting, as part of these processes to fully evaluate the service and outline the actions taken to make improvements.

The child minder has good systems in place to update suitability checks as required and the child minders and most household members Disclosure and Barring Service (DBS) certificates are current with one application in progress. Following our visit the child minder presented satisfactory evidence to CIW that this application has been processed successfully and the DBS certificates for all household members are in place. The child minder has the required childcare qualifications and is experienced in her role for caring for children. She has completed relevant training suitable for the ages of children being cared for. The child minder has collated all of the required information in children's individual records to ensure she can meet their individual needs.

The child minder ensures all communication and engagement systems with parents / carers are good. She keeps parents / carers well informed about their child's daily progress. Parents / carers said their children '*love attending*' the setting and the children regard the child minder as a '*Nain*'. The parents / carers said that the child minder makes everyone feel as they are '*part of her family*'. The child minder showed photographs of children enjoying their time outdoors in the community, going for walks and visiting local sites to raise their awareness of their local community and better their social skills.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
	Child minder did not complete and submit SASS part 2 by the required deadline.	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)
Standard 7 - Opportunities for play and learning	Create further opportunities for children to develop their independence especially during arrival time at the setting and during meal times.
Standard 7 - Opportunities for play and learning	Make sure observations about what children do are used to help plan the next steps for their play, learning and development.
Standard 7 - Opportunities for play and learning	Consider building on resources to develop children's natural curiosity and raise their awareness of wider cultures.
Standard 18 - Quality assurance	Include and draw on the views of children, parents / carers and professionals to identify what improvements could be made and actions taken in order to fully evaluate the setting.

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)
When reviewing policies ensure they include reference to current Welsh legislation and guidance.

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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