



Inspection Report

Donna Jones

Caernarfon

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

19/09/2024

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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	29 February 2024
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 are confident communicators as their wants, moods and needs are considered. They have good opportunities to make choices and decisions about what affects them. Children cope well with separation because consistent daily transitions recognise and support individual needs. Interactions between children and the child minder are consistently good and children co-operate well. Children are active and express enthusiasm and enjoyment in their play and learning experiences. They have a sense of belonging, forming relationships and are familiar with the daily routines. Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully and to problem solve, develop creatively, experiment and be imaginative.

The child minder implements policies and procedures to promote healthy lifestyles effectively. She understands the behaviour management policy and consistently implements positive behaviour management strategies. The child minder listens to and respects children's views. Her interactions with children are positive demonstrating warmth and kindness. The child minder organises interesting play and learning experiences.

The child minder ensures the environment is clean and welcoming. She has improved the indoor and outdoor play environments to create better outcomes for children. The child minder makes sure toys, resources and equipment are age appropriate and of good quality.

The child minder is committed and dedicated to improving outcomes for children and has made significant improvements to meet requirements since the last inspection. She manages the setting well.

Children's opinions and interests are valued and acted upon. They are confident communicators and enjoy talking about and showing what they like to play with. For instance, a younger child showed how they played with musical instruments and enjoyed playing along as the child minder sang their favourite songs. An older child spoke confidently about what they had been doing in school that day and how they played with their friend. Children's verbal and non-verbal requests are responded to in a timely manner by the child minder and this makes children feel listened to and valued.

Children settle quickly as they are greeted in a friendly way by the child minder. They are familiar with the daily routines and show how they wash and dry their hands before mealtimes and after using the toilet. A younger child's nonverbal request for a cuddle when tired was responded to immediately by the child minder and as a result, the child relaxed and smiled as they sat on her lap.

Children interact positively with their friends and the child minder. They co-operate well and take pride in helping the child minder to tidy up the playroom. Children enjoy the social occasion of mealtimes; they practice using good manners and sit at the table nicely. They are learning about kindness. For instance, an older child showed their younger friend how to blow bubbles and this made the younger child happy as they pointed at the bubbles flying through the air.

Children are enthusiastic and interested in their play and learning. For instance, a child enjoyed threading and naming the colours of the different shaped wooden beads. When finished the child held up their creation proudly. Children enjoy developing their imagination in the home corner. For instance, they played with a variety of re-cycled household goods to develop their natural curiosity. Children enjoy pretending to make cups of tea, they organise the toy cups carefully and open the re-cycled milk carton to pour the imaginary milk. They smile as they present a cup of tea to the child minder. During outdoor play children enjoy whizzing down the slide and playing with a variety of throwing and catching equipment. For instance, a younger child practiced throwing a selection of different sized balls onto the grass and clapped with delight as they felt proud of their achievement. Older children enjoyed using tennis rackets to hit a ball and practiced their hand and eye co-ordination well.

Children are developing their independent skills well. For instance, a child collected their lunch box and helped themselves to a cup of fresh drinking water. A younger child practices their mobility skills by pushing a small ride along vehicle across the grass. Children sustain concentration for appropriate amounts of time. For example, a child took interest in carefully using tweezers to place small animal figurines into the correct colour matching pot and named the colours and animals correctly. Children are learning to do most things for themselves successfully with positive encouragement from the child minder.

Care and Development

Good

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

The child minder has made significant improvements to meet requirements and has developed 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 records accidents and incidents accurately and makes sure these are signed by parents / carers to evidence they have been kept informed. The child minder consistently records children's daily hours of attendance as part of her wider safeguarding practices. The child minder has completed relevant training 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 promotes healthy eating and provides fresh drinking water and milk. 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 ensures children have privacy and their dignity is respected when having their nappy changed or when using the toilet. The child minder encourages outdoor play so children can develop their physical skills while playing in the fresh air.

The child minder supports children to express themselves well. She makes sure they receive consistent positive interactions and encourages them to be polite and use good manners. 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 has a responsive approach to activity planning. She listens and respects children's choices and affords them the opportunity to direct their own play successfully. The child minder is at the early stages of recording observations of what children do and will use this information to help her plan for the next steps for children's play, learning and development in future. She organises interesting play and learning activities. For example, the child minder led a lovely colour matching activity and invited children to interact throughout, revising their language and numeracy skills. The child minder joins in enthusiastically when children invite her into their play. For example, a child asked the child minder politely to help them use a tennis racket and they had lots of fun taking turns to hit the ball to one another. This helped to develop the child's physical skills well.

Environment**Good**

The child minder ensures the environment is safe, clean and well maintained. She has made significant improvements to the indoor and outdoor play areas. The child minder manages access to the premises appropriately most of the time but needs to ensure regular checks are conducted throughout the day to heighten safeguarding procedures. She keeps a record of visitors. The child minder organises regular cleaning routines that reflect good hygiene practices. She has improved the risk assessments, and these are fully reflective of the premises, activities and outings, highlighting the potential hazards to children and the measures put in place to minimise possible risks. The child minder has replenished the contents of the first aid box and these items are in date. She supervises children well throughout their daily play and learning activities and when escorting them to and from school.

The child minder has improved the indoor play space for children to play independently. She ensures the environment meets children's needs and enables them to reach their full potential. The child minder ensures the environment provides a variety of play opportunities suitable for the age ranges cared for. She makes sure children can access good quality age-appropriate furniture, toys and equipment to stimulate children's interest and imagination. The child minder stores toys, resources and equipment at a low-level and these are clearly labelled with pictures and words, meaning children can identify what is inside the toy boxes and have easy access when making choices about what they want to play with. The child minder has a designated area to store children's personal items, and this creates a sense of belonging for the children. She displays books attractively, inviting children to take interest and read them. The child minder has organised re-cycled materials and household goods well to develop children's natural curiosity. There are some resources to promote children's awareness about their wider society and raising cultural awareness.

The child minder has improved and created a lovely outdoor play area. She provides good play opportunities for children to develop their physical skills, imagination and curiosity. For instance, there is a choice of pedal vehicles, slides, and a variety of natural construction equipment, catching, throwing and tactile resources to develop children's hand and eye co-ordination and help them to practice using their sensory 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 contains the required information to help parents / carers make an informed decision about the setting. She has reviewed her policies and procedures ensuring these are implemented effectively in practice. However, the most recent review date has not been included on all documents. 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. The safeguarding policy is based on current Welsh legislation and guidance. The child minder has an appropriate 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 about what works well and what improvements could be made. However, she has not included the comments from professionals to help her 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 household members Disclosure and Barring Service (DBS) certificates are current. 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 informed about their child's daily progress. The child minder showed us comments received from parents / carers. Parents / carers comments included, the child minder provides a *'home from home, safe and comforting setting'*, she *'initiates good routines and structure making my child feel safe in her environment and surroundings'* and the child minder *'Always has time to give feedback...lets me know how my child's day went'*. The child minder showed photographs of children enjoying their time outdoors, for example, going for walks, having a ride on the local bus and enjoying picnics. This helps to raise children's awareness of their local surroundings 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
25	The child minder must ensure she follows current infection control procedures for nappy changing and handwashing procedures. The child minder needs to make sure there is privacy for children when intimate care is being provided. The child minder must ensure a nappy changing policy is in place covering both hygiene matters and good safeguarding practice.	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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A
15	The child minder to include all of the required information in the statement of purpose to make sure parents and carers have sufficient information to make an informed decision about the service and send a copy to Care Inspectorate Wales (CIW).	Achieved
16	The child minder must ensure there are effective systems and processes used for continuous monitoring, reviewing and improving the quality of all aspects of the service provided. The child minder needs to make sure she regularly seeks and takes on board the views of children and their parents / carers about what improvements could be made and include these views in the report reviewing the quality of care. The child minder needs to ensure this is embedded in practice to measure the success of the service as part of these processes.	Achieved
22	The child minder must ensure the safeguarding policy is based on the Wales Safeguarding Procedures. In producing this policy the child minder must also be familiar with the Welsh Government's statutory guidance on safeguarding children under the Social Services and Wellbeing (Wales) Act 2014.	Achieved
20	The child minder is not able to ensure children are not placed at risk of potential harm, as she has not ensured all household members over the age of 16 years have a current DBS certificate to verify their fitness.	Achieved
37	The child minder must ensure all areas of the outdoor play area are safe, clean and well maintained to provide children with appropriate opportunities to develop their play, learning and physical skills in the fresh air.	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 24 - Safety	Ensure all systems to manage access to the premises are checked regularly throughout the day to heighten safeguarding procedures.
Standard 1 - Information	Make sure all policies and procedures contain reference to current Welsh legislation and guidance and the most recent review date is included.

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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