



Inspection Report

Arwel Williams

Penysarn

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

09/07/2024

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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	12 February 2020
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.

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

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 knows how to keep children safe and healthy. He promotes children's play, learning and development well through a range of activities. Individual needs are met successfully, and children are safe and healthy. The child minder manages interactions effectively.

The child minder provides an environment that is secure, clean, and well maintained. An excellent range of toys, equipment and resources both indoors and outdoors promote children's social, physical and creative skills.

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

Children are happy and settled in the child minder's home. They are confident communicators and express themselves well. They move freely, choosing which activities they want to take part in, and their feelings are continually valued. For example, when a child didn't want to take part in a craft activity they were offered another activity immediately. Children can choose how to spend their time and they choose their toys independently as they are stored within reach.

Children have a warm relationship with the child minder. They are confident to approach him for comfort and receive positive words of encouragement and hugs when needed. For example, they approached the child minder for reassurance and hugs when they were feeling tired during the day. The children are confident when speaking to other adults visiting the setting as they feel safe and secure. The children make friends and chat with each other during lunch time and play time, smiling and laughing frequently.

Children are friendly and interact positively with the child minder and each other. They share toys, take turns, and work together to complete tasks well. For example, during an activity when they were making dough they concentrated well. They waited patiently for their turn to measure the flour and salt and counted together as they measured. Children happily chat to the child minder about what they are doing and are eager to involve him in their play. For example, one child chose to explore the sea themed tuff tray. They picked up different objects and were eager to show these objects to the child minder. When the child showed him a shell, the child minder asked them to place it close to their ear to see if they could hear sounds of the sea. The child did this and smiled, saying they could hear the waves.

Children have ample activities to choose from and they enjoy their play and learning. They enjoy the resources they have picked and choose to play alone or with other children. For example, a group of children enjoyed playing with blocks. They happily chatted together, discussing what they were building and instructing each other on what to do next. One child opened the music box and took some of the musical instruments out. They enjoyed the different sounds they made and concentrated well on trying to make different rhythms.

Children are given a good range of experiences and get many opportunities to spend time outdoors. The children are encouraged to do things for themselves, such as feeding themselves, washing their hands and tidying up after activities. This helps them to develop confidence and promotes their independence.

Care and Development

Good

The child minder understands his responsibilities to keep children safe and healthy. He has completed safeguarding training and is familiar with the correct procedures to follow should he have any concerns about a child in his care. The child minder has up to date paediatric first aid training, meaning he is prepared to deal with any accidents or emergencies which may occur. Any accidents are well documented and signed by parents, showing they have been informed.

The child minder encourages healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. He ensures all children wash their hands when appropriate, such as after using the toilet and before eating.

The child minder forms positive relationships with children. He speaks to them affectionately and treats them with care and respect. The child minder uses effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, he offered alternative activities if he felt children were becoming bored or were not engaging with the activities available.

The childminder provides a variety of fun activities he knows the children will enjoy, including a good mix of indoor and outdoor activities. He knows the children well and is familiar with their likes and dislikes. Observation notes about children's progress are kept on their individual files, allowing the child minder to plan effectively for their next steps of learning. 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.

Environment**Excellent**

The child minder ensures the environment is safe, secure, and extremely well maintained indoors and outdoors. For example, entrance to the setting is controlled, with external doors kept locked and visitors being asked to sign the visitors book on arrival. The child minder keeps an accurate register of children's attendance, including the times of arrival and departure of each child. The child minder has comprehensive written risk assessments in place, which outline potential hazards to children's safety and the steps taken to manage or eliminate these hazards. Daily checks are also completed prior to children's arrival at the setting each morning, which includes checking areas and resources used by children.

The child minder ensures he provides a good range of play areas and experiences for children. Children have use of a dedicated cabin with two playrooms, both of which have plenty of space for them to move around freely and explore the available activities. The child minder provides an excellent range of age-appropriate toys and resources. There is a vast selection of wooden playsets, sensory wall displays with beads, mirrors and musical parts and art and craft materials. Toys and games are organised well so children can access them easily. The child minder ensures all spaces are welcoming to children and the layout of the rooms promote children's independence well. Furniture and resources in each playroom are well thought out and are suitably sized according to the ages of the children who will use them. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence. The child minder cleans toys and resources regularly, and records this in a dedicated log.

The childminder ensures there are plenty of excellent opportunities for children to explore natural, sustainable, and recycled materials. For example, many of the toys were made from wood, and real-life objects and a variety of recycled materials are available for children to explore. The outdoor play area offers plenty of space for children to play, explore and use their senses. There is an excellent range of activities available in the garden including an imaginative play area with a wooden mud kitchen and selection of real utensils, a construction area, balance beams, a water play wall with tubes, and a musical play area with wind chimes and boom sticks.

Leadership and Management

Good

The child minder understands his role and regulatory responsibilities and provides a range of policies to enable him to run his service safely. The statement of purpose is informative, providing parents with plenty of information to make an informed choice.

The child minder regularly seeks feedback from parents and children using a variety of methods, such as questionnaires, observations, and verbal feedback. He outlines 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 both himself and his assistant receive regular training and support so they can carry out their roles effectively. Their first aid and safeguarding training is up to date to maintain a good understanding of current best practice in these aspects. The child minder ensures the assistant's file is comprehensive and contains the required information, showing safe recruitment procedures are in place. Written records show annual appraisals take place and the childminder stated supervision meetings are held, however, these are not recorded. The child minder ensures staffing ratios are correct and therefore children's needs are met.

The child minder develops 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 him to plan effectively and to work with families to meet children's individual needs. Parents are kept up to date with information about their children's day through private messages and verbal feedback at the end of each day. Individual "my day" sheets are completed to share information with parents such as about when children have slept and nappy changes. There is also a closed social media page where parents can see pictures of their children taking part in different activities.

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
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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 keeping records of supervision meetings in order to evidence decisions made and actions required.

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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