



Inspection Report

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Llandegfan

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

30/04/2024

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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	4 December 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and 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 are happy and have a warm relationship with the child minder. They enjoy their time at the service and are confident to communicate their needs. They engage well in activities and are able to follow their interests.

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 generally promotes healthy habits. However, the child minder should ensure that all hygiene procedures are consistently followed.

The child minder ensures the property is welcoming and safe and provides a good range of toys and resources. She ensures children have access to a range of interesting and exciting play opportunities where they can explore a variety of sensory and natural materials.

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.

Well-being**Good**

Children are happy, settled and have formed positive relationships with the child minder. They move around the different play areas freely and confidently follow their own interests. They are eager to share their experiences with the child minder. For example, they enthusiastically show her the toys they have chosen and excitedly point out things that interest them.

Children feel secure and are confident in their surroundings. For example, they involved us in their play and showed us their favourite toys. Children are confident to approach the child minder for comfort and are provided with positive words of encouragement and hugs when needed. For example, they approach the child minder for cuddles and reassurance when they are tired or unsure and know this will be quickly provided.

Children are beginning to form friendships and are developing positive social skills. They 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 are eager to involve their friends and the child minder in their play. For example, they are excited to point out different animals on a world map and to help each other find the animal figures in the toys box to match them to the pictures. They chat together about what they are doing and show interest in what their friends have to say.

Children thoroughly enjoy their time at the setting and enthusiastically join in with activities. For example, they engage well when creating bird feeders by threading cereal onto pipe cleaners, chatting animatedly about where is best to hang them when they were done. Children concentrate well and persevere with tasks which they find more challenging. For instance, they remained focused during a craft activity, and kept trying to use different scissors to cut different shapes when they didn't manage the first time.

Children have a good range of experiences and are able to spend plenty of time outdoors. They use the garden as often as possible when the weather permits and have regular trips to local playgrounds and places of interest where they have opportunities to develop physically and socially. Children are encouraged to do things for themselves, such as washing and drying their own hands and faces. Children are eager to help the child minder with tasks. For example, they all volunteer and help each other to carry the small chairs through to the lounge so they can eat their snacks.

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 and ensures they have individual hand towels and wipes to prevent the risk of cross infection. She generally follows effective hygiene procedures during nappy changing and when handling food. However, she does not always follow all steps in current guidance for nappy changing and tables were not always cleaned before meal times.

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 tracks their individual development using dedicated developmental tracking sheets and uses these to plan each child's next steps for learning. Daily activity plans can change according to what the children show interest in on the day. For example, although the child minder had activities planned for the day of our visit these were changed when the children showed greater interest in the animals on a world map. The child minder went to get the box of animals so children could complete a matching activity. One child showed great interest in the birds on the map, so the child minder offered an activity where they created bird feeders. This made the activities more exciting, meaningful and memorable for the children. Parents are kept up to date with 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. The child minder monitors and responds to any potential hazards in a timely manner. For instance, she completes daily checks of all areas, toys and resources and addresses any issues that may arise. 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 ensures she provides a good range of play areas and experiences for children. Children have access to a play room and lounge as well as an outdoor play room. This ensures children have a range of experiences and opportunities for play and exploration. All indoor and outdoor areas have a good range of toys, resources and activities for children to enjoy. There are also comfortable cushions, bean bags and comfortable seating so children can also relax and spend quiet time if they want to.

The child minder provides a wide range of toys and resources for children to choose from, including dolls, books, toy vehicles, jig saws, construction toys, sensory toys and arts and craft materials. She organises the toys and games well and stores them at low level so children can reach them independently. The outdoors has been recently developed and now provides a range of inviting areas with plenty of space for children to play, explore and use their senses. The garden now includes a picnic area, construction area, obstacle course, an outdoor play room and a grassed area.

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. The child minder told us she rotates toys regularly to ensure children are provided with a variety of different experiences. All toys and resources are clean and in good condition. A wide range of sensory and natural materials are provided for children to explore, enabling them to use their senses and learn about the world around them.

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. There is a detailed statement of purpose available, which gives a clear and accurate description of the setting. This enables parents to make an informed decision about whether the setting can meet 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.

The child minder ensures that up to date Disclosure and Barring Service (DBS) checks are valid and up to date for herself and all household members. The child minder ensures Care Inspectorate Wales (CIW) are notified following significant incidents or changes to the service as required by the regulations. She ensures she stays up to date with all mandatory training and ensures all paperwork is well organised and appropriately stored.

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 and places of interest. Parent feedback questionnaires show they are very happy with the setting and the care provided to their children. Samples of children's work and photographs of them taking part in activities are regularly sent home for the parents to see and discuss with their children.

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)
Ensure that disposable gloves and aprons are used consistently during nappy changing.
Ensure tables are cleaned thoroughly before snack and meal times.

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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