



Inspection Report

Heather Christian

Pontypridd



Date Inspection Completed

30/05/2024

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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 | 9 November 2017 |
| Is this a Flying Start service? | Yes |
| 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> | Excellent |
| <u>Care and Development</u> | Excellent |
| <u>Environment</u> | Good |
| <u>Leadership and Management</u> | Good |

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

Summary

Children thrive at this setting as they have a clear voice and excellent opportunities to make choices. They have very strong bonds of affection with the child minder and thoroughly enjoy the home-from-home ethos. Children behave and interact extremely well for their ages and stages of development. They are highly motivated, confident and curious to explore the environment.

The child minder is passionate about her role and prioritises the safety and well-being of children. She is an excellent role model for children and delivers very warm, responsive care. She encourages curiosity through supporting children to lead their own play and learning. She has a sound awareness of allergies and provides suitable healthy food for all children.

The child minder's home is clean and well-decorated. The large garden provides plenty of space for children to engage in regular active play. There is a good variety of age appropriate toys and resources both inside and outside.

The child minder has a clear vision for the setting and is very committed to improving standards in her provision. She has detailed policies and procedures that accurately reflect the way she runs her service. The child minder has established excellent relationships with parents and works in partnership with them to ensure her service has a positive impact on children's development and well-being.

Well-being

Excellent

Children have a strong sense of belonging and express enthusiasm for the child minder and her home. They communicate their needs in an age-appropriate way and move around the home freely. Children of all ages make very interesting choices about how to use resources. For example, older children set out garden resources to create an obstacle course for themselves and their younger friends. When the child minder asked children to place their 'lunch order', they enthusiastically shared their requests and laughed together when she said, "*I thought you would say that, well done!*" They share their ideas in the setting's suggestion box and verbally as they know their opinions and views are highly considered.

Children of all ages are exceptionally settled at the setting. They clearly have great trust in and affection for the child minder. While at play, they chat with her happily about their recent holidays and tv programmes and giggle together with hugs after a 'snowball' fight. Children value their friends and the time they share together. For example, a child showed great care through fetching a tissue for a friend. They are very familiar with the daily routines and take part in these confidently.

Children behave superbly at the setting. They interact and play kindly together, showing great interest in each other's activities. Children of all ages happily engage in activities they set out for each other. For example, all children attending excitedly took part in the obstacle course some older children had made. They cheered for their friends as they ran and then shared resources sensitively to make their own certificates.

Children are free to explore the indoor and outdoor environments and spend time completing activities that interest them. They are self-motivated to initiate their own play using the resources available, moving them from room to room to use alongside other toys of their choice. Children value the opportunity for active play in the garden. They co-play happily using playdough and the apparatus available to them. They enjoy singing songs whilst the child minder plays the piano.

Children are engaged when taking part in activities and play with great enthusiasm. They are confident to do as much for themselves as possible to be independent. They work together to tidy resources, with some proactively fetching a missing block from under the sofa to ensure all pieces are in the correct place. Children pour their own water from a glass jug, guided by the child minder where needed. They use tongs to serve themselves cucumber and pepper. The child minder supported children to laminate their own certificates.

Care and Development

Excellent

The child minder implements excellent procedures to meet children's care, safety and well-being needs. She provides nutritious snacks and meals, and drinking water is always available. She obtains health information for all children to ascertain any medical or allergy needs; she has a clear understanding of how to meet these needs. Infection control is robust as the child minder regularly cleans surfaces and ensures she and the children wash their hands frequently. She has undertaken appropriate food hygiene training. The child minder has an excellent understanding of her safeguarding responsibilities and the process of referring should she have concerns about a child. She records accidents, incidents, pre-existing injuries and medicine administration appropriately. She has up to date first aid training. The child minder carries out monthly fire drills and has displayed a child-friendly visual procedure on the wall to remind children how to leave the house safely in the event of an emergency.

The child minder models exceptionally polite behaviour when interacting with the child minder she works alongside and with minded children. She consistently engages through enthusiastic encouragement that demonstrates her significant understanding of the children and their interests. For example, she knew the children loved snowball fights, so she brought out a box of fluffy snowballs and laughed as they excitedly threw them at her. Children behave beautifully at the child minder's home as she sets expectations clearly. She consistently praises positive behaviour and uses effective methods of encouraging this. For example, she encourages children to play the piano at the home carefully by reminding them, "*Use your fingers as we have to respect the keys. Well done!*". She has undertaken a very wide range of courses to develop her understanding of different children's needs and is committed to regularly updating her knowledge of schemes and effective practises.

The child minder speaks very warmly of her minded children and clearly understands their needs. She takes her lead from children's interests and plays alongside them to make observations and identify next steps. For example, she uses her musical skills effectively to develop the children's interest in music. She teaches them the basics of music theory and has helped them to write their own song about 'The Very Hungry Caterpillar'. She provides excellent opportunities for children to develop their independence skills. For example, she plans activities such as scissor work, pencil control and cookery to develop younger children's fine motor skills. The child minder feeds back to parents via text messages and verbal communication at handover.

Environment

Good

The child minder's home is clean and inviting. The front door remained locked throughout our visit. During the inspection, the child minder made improvements to the security of the garden. She now needs to monitor this to ensure it is effective. She keeps a log of visitors. The child minder uses an ongoing process of reviewing and updating risk assessments. She identifies emerging risks very quickly and updates her risk assessments accordingly if needed. The child minder conducts daily safety checks very effectively. For example, she ensured a tuff tray outdoors was clean and dry before children used it. Shelves containing children's resources are secured to the wall and there is a gate located between the dining room and kitchen. Public liability and gas safety certificates are in place and hazardous substances are stored appropriately.

The child minder's home is welcoming and provides significant indoor and outdoor space for children to play. There is a dining room with a family sized dining table for meals and craft activities. Children also use a comfortable lounge with a low sofa and space for floor activities. They have independent access to a clean, well-stocked bathroom upstairs. The child minder has recently upgraded her outdoor environment to create a good space for children to engage in active play. This includes an open area with artificial grass and a decked area leading to a wooden playhouse. The stairs leading up to the decked area have additional handrails to support children and adults to move safely.

The child minder provides an excellent variety of clean, appropriate and varied resources, ensuring suitable provision for children of all ages. Children can access them independently as items suitable for younger children are placed at lower levels. Storage units are clearly labelled with pictures and bilingual labels. The dining room benefits from resources such as building blocks, instruments, puzzles, craft resources, books and games. The outdoor area includes a range of good quality resources which offer further opportunities for active play and learning. Children enjoy using stepping stones, skipping ropes and balls.

Leadership and Management

Good

The child minder works alongside another child minder from the property at which they both reside. She is motivated and has the skills to manage the setting effectively. The statement of purpose, which the child minder updated during the inspection, provides an accurate picture of how the setting runs. The child minder was keen to discuss improvements she could make to the policies and procedures. She has developed a range of detailed policies and procedures that she advised us she reviews annually. She does not make a note of the dates she reviews policies and did not inform Care Inspectorate Wales of a minor amendment to her behaviour management policy. The safeguarding policy sets out procedures for making referrals clearly but does not identify the signs and symptoms of abuse. The child minder ensures that all children's files contain relevant contracts, permissions and information regarding their individual needs. She regularly reviews contracts and information held to ensure they are still accurate. The child minder completes and stores written records appropriately. She keeps registers of children's attendance although this shows expected times rather than actual times of arrival and departure. The child minder has business insurance for her vehicle and has an up-to-date MOT certificate and tax.

The child minder has a reflective approach and is exceptionally keen to improve her practise. She encourages and values feedback from inspectors, children and their parents, and acts upon this in a positive manner. She carries out formal annual reviews through questionnaires for parents and children, and creates a Quality of Care report with this information. The child minder has a clear complaints policy for both adults and children but has not received any complaints.

The child minder has considerable experience, has completed all mandatory training and has taken the opportunity to complete additional courses. She has a clear system for ensuring that she always maintains correct ratios. Disclosure and Barring Service (DBS) checks are in place for all household members over the age of 16. Parents were exceptionally positive about the child minder and every element of the service she provides.

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 |
|------------|--|--------|
| N/A | No non-compliance of this type was identified at this inspection | N/A |

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 5 - Records | Record actual times of children's arrival and departure rather than expected. |
| Standard 22 - Environment | Review the ongoing effectiveness of the new method of ensuring external security. |
| Standard 9 - Behaviour | Notify CIW of any revisions to the setting's behaviour management policy. |
| Standard 20 - Child protection | Revise the setting's safeguarding policy to inform of the signs and symptoms of abuse. |

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) |
| Record dates policies are reviewed together with a timescale for the next review. |

| 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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