



Inspection Report

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Pontypridd



Date Inspection Completed

23/07/2024

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About the service

| | |
|---|---|
| Type of care provided | Child Minder |
| Registered places | 8 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 17 October 2017 |
| 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> | Adequate |
| <u>Environment</u> | Good |
| <u>Leadership and Management</u> | Adequate |

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

Summary

Children are happy and enjoy their time with the child minder. They have formed good relationships with the child minder and other children attending. Children are familiar with routines in place and confidently make choices about what they would like to do. They are inquisitive and keen to investigate their environment.

The child minder is very kind and caring and interacts well with the children in her care. She understands how to keep children safe and healthy; the child minder does not record accidents, incidents and medication appropriately. The child minder understands and cherishes all minded children and supports their learning and development effectively.

The child minder's home is clean, well-decorated and effectively organised. The playroom is arranged so that children move around freely and access resources independently. There is a good variety of age-appropriate toys and resources which stimulate the children's interest and imagination.

The child minder has some effective policies and procedures in place to guide the running her service. She has a suitable statement of purpose that reflects most of the services provided; it meets most of the requirements set out in the National Minimum Standards. The child minder ensures some of the required records are kept however there is substantial information missing from children records.

Children are settled and readily express their enjoyment and enthusiasm for the child minder. They move around the playroom freely and are confident to choose resources to play with and decide how they would like to use them. For example, a younger child selected a musical doll and then enthusiastically danced along. Young children make their wants and feelings known through gestures such as pointing to a toy they want and using simple words. Toddlers confidently tell the child minder their wishes verbally, for example one child asked to play with the a character resource to which the child minder responded immediately.

Children are safe, happy and content. They have very clear bonds of affection with the child minder and they show great trust and warmth in their interactions with her. We saw children cuddle into the child minder and show her their favourite toy, telling her, "*Look, this is my favourite car!*" Children look to her for affection and reassurance in a variety of situations including when they are pleased to see her after a week away and also when they are feeling tired later in the day.

Children behave kindly and considerately towards each other. They share resources well for their ages and show pride when the child minder praises them for taking turns. We saw two children affectionately embrace and giggle with each other. They share their toys and older children act as positive role models for their younger friends. For example, older children teach the younger ones how to carefully push the car down the garage ramp so that it doesn't fall off.

Children are free to explore their environment and spend time on activities that interest them, which encourages them to learn and develop. Children clearly enjoy their play and concentrate on activities that motivate and interest them for an appropriate length of time. For example, older children spend a long time completing different jigsaw puzzles and are excited when the child minder offers to get a bigger, more complicated puzzle out for them to complete together.

Children have good opportunities to develop their independence skills through a variety of interesting play and learning experiences. We observed a child learning to thread cotton reels and buttons, showing determination and patience whilst they learnt to do this on their own. Children are developing their self-help skills well through following daily routines such as putting their rubbish in the bin and tidying the toys up once they have finished.

The child minder implements some effective procedures to meet children's personal care, safety and well-being needs. She wipes tables after they have been used for food and ensures children wash their hands before eating and after using the toilet. Children bring their own packed lunches, snacks and drinks. The child minder replenishes drinks throughout the day. She has a reasonable understanding of her responsibility to safeguard children and can identify the signs and symptoms of abuse. The child minder has renewed her paediatric first aid and food hygiene training and is booked to renew her safeguarding training shortly after our inspection visit. The child minder does not record accidents, incidents or pre-existing injuries in detail or ensure the records are signed by parents. She has a policy for the administration of medicine but does not have a system in place for recording this. The child minder told us she had not been asked to administer medicine.

The child minder is very responsive to children's needs and delivers warm, nurturing care. We heard her chat about a child's recent holiday, asking them questions to learn more about their experiences. She listens carefully to children's requests and demonstrates politeness and respect in her interactions with them. She speaks warmly about them and clearly knows their needs very well. The child minder is mindful of the age and stage of children when managing behaviour issues. We saw her skilfully distract younger children to ensure an older child could complete their tower without it being knocked over. She frequently praises children which boosts their self-esteem and confidence. For example, she enthusiastically celebrates a child's efforts to read the different numbers on the blocks, "*Good boy, hi five!*" The child minder has a good understanding of additional learning needs and has previously attended meetings with other professionals to identify ways to support the individual development of children in her care.

The child minder supports children's imagination and learning naturally through playing alongside them, encouraging number and language development consistently. The child minder did not use any Welsh language during the inspection. She promotes continual free choice from her range of toys and activities within her home. The child minder uses questions to encourage children to share their ideas. For example, she asks younger children, "*Is this light or dark blue, what do you think?*" and then praises them when they respond appropriately. She provides regular opportunities to visit the local park to allow the children in her care to socialise with other children.

The child minder's home is clean, bright and inviting. The front door was locked throughout most of our visit and children were supervised well. The child minder uses a stairgate to ensure younger children stay inside the playroom. She conducts detailed daily checks which ensure the home is free of risks to children. She stores hazardous substances out of reach of children. The child minder ensures appropriate insurance and gas safety certificates are in place to promote a safe environment. She tests fire alarms weekly and conducts regular fire drills to ensure children know how to exit the house safely in the event of an emergency.

The child minder's home is very welcoming and provides appropriate indoor space for children to play. Children have access to a well-considered playroom which is effectively set out to allow children to access resources and move freely. Children can relax and sleep on a comfortable, low-level sofa in the playroom whilst younger children sleep in a pushchair in the quiet kitchen/dining area. Children have access to a clean, well-stocked downstairs bathroom which is supervised by the child minder when in use. The garden area is currently not in use by minded children. The child minder explained how she prefers to take children to the park for them to have physical play and fresh air. However, the child minder's statement of purpose does not currently reflect this as it notes the garden as a facility on offer for children she is looking after.

The child minder provides a good variety of clean, appropriate and varied resources, ensuring suitable provision for children of all ages. Children can access many of them independently and are able to ask for those stored out of their reach. The child minder ensures the toys on offer reflect the interests of the children attending. For example, the child minder is aware of children's favourite items to play with and ensures they are available; this brings children comfort and helps them settle. The child minder cleans resources weekly and ensures any broken toys are removed immediately.

The child minder has an appropriate understanding of her role and regulatory responsibilities. There is a sufficient statement of purpose available, which describes the setting and most of the facilities on offer. The child minder has well organised policies and procedures which she reviews regularly and shares with parents. Nearly all policies are up to date and contain current guidance. The child minder obtains and maintains some basic information for children, however there is significant information missing from children's records. For example, she has not obtained information regarding children's religion, allergies, health or GP. This is an area for improvement and we expect the provider to take action to ensure all required information is held to guarantee children's needs are met. The child minder records the times of children's attendance and departure. She no longer uses her car to transport children, as she prefers to walk to the local school to pick children up and drop them off.

The child minder has a system in place for reviewing the service and has submitted her Self Assessment of Service Statement (SASS) at the required time. She regularly seeks feedback from parents and children and uses the responses to make decisions about her child minding provision. She outlines some of the improvements made to date within a detailed annual quality of care review report. The child minder has addressed most of the recommendations from previous inspections and made some positive changes to the setting and care provided.

The child minder is subscribed to the online Disclosure and Barring Service (DBS) renewal service and ensures all household members have up to date DBS certificates. The child minder ensures CIW are notified of significant events at the setting or changes to the service as required by the regulations. The child minder has developed positive relationships with parents and shares information effectively. She works with families to ensure children transition smoothly into her care. Parent feedback questionnaires show they are very happy with the setting and the care provided to their children. Parents comment how the child minder is reliable, adaptable and friendly and their children *"love spending time with her."*

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 |
|------------|--|--------|
| 30 | The provider must ensure they obtain and maintain up to date and relevant information for individual | New |

| | | |
|--------|---|----------|
| | children in their care. | |
| 17 (2) | The provider has not completed the Self Assessment of Service Statement as required by regulations and the document has not been submitted to CSSIW within the specified timescale. The provider must ensure that the document is forwarded to CSSIW when next requested. | 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 11 - Medication | Ensure medical forms are used in line with the medication policy |
| Standard 5 - Records | Accurately record accidents and incidents and ensure records are signed by parents / carers |
| Standard 1 - Information | Ensure the statement of purpose accurately reflects the provision of outdoor space available for children's use |

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) |
| Use basic Welsh words and phrases |

| 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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