



Inspection Report

Claire Wearing

Cwmbran



Date Inspection Completed

17/09/2024

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	8 December 2018.
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>	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 setting and confidently choose from the activities available. Children are confident to communicate their needs and form good friendships and learn positive social skills.

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 promotes healthy habits. The child minder uses effective methods to manage interactions, providing nurturing care and encouraging positive social skills. She knows the children well and plans effectively to meet their individual needs.

The child minder ensures the property is welcoming and safe and provides a good range of toys and resources. She completes regular safety checks and has effective procedures in place to ensure hazards are managed effectively. The child minder provides a wide range of opportunities for children to explore sensory materials, helping them to learn about the world around them.

The child minder manages her service well and understands her regulatory responsibilities. Some policies need a clear timeline and to add regulatory contact details. The child minder ensures her training and suitability checks are kept up to date. Parents are kept well informed about their children's development and of any changes at the setting.

Children are happy, settled and have formed positive relationships with the child minder her family members and each other. They move around activities freely and confidently follow their own interests. They are eager to share their experiences with the child minder and each other. 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 the child minder in their play, enthusiastically chatting as they used a toy telephone to speak to their friends. Offering the phone to the child minder and asking *“Yes, yes do you want to talk now?”* The child minder reached out to accept the phone, looking eager about their play. 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 feeling frustrated 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, two children took turns to push a particular toy pram laughing and chatting together as they waited for their turn.

Children thoroughly enjoy their time at the setting and are eager to join in with activities. For example, they engage well when selecting role play toys such as dolls, and cooking items from the toy box. They chatted happily about which items they wanted to play with and shared the items well with each other. An older child agreed that the younger one could have a doll and some toy foods to make on their own. While the older child played with dressing up another doll, they then enjoyed chatting together about which dolls they had. Children concentrate well and persevere with tasks which they find more challenging. For instance, they remained focused while eating lunch skilfully using their forks to scoop spaghetti and tomato sauce. They had very good appetite and persevered with the spaghetti themselves even though attempts from the child minder to help were offered.

Children have a good range of experiences and spend plenty of time outdoors. The child minder told us they usually 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 and using cutlery when eating their meals. Children are eager to help the child minder with tasks. For example, they all follow instructions well when tidying up the toys and putting their own shoes on.

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. However, these records did not include any adults including herself during the evacuation.

The child minder promotes healthy habits. Children have sufficient opportunities to develop their physical skills and spend time on outings in the fresh air. She ensures children have access to their water bottles throughout the day, supporting good hydration. The child minder promotes good hygiene by encouraging children to wash their hands when appropriate and ensures they have paper towels and wipes to prevent the risk of cross infection. She follows effective hygiene procedures during nappy changing and when handling food.

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. 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, which she uses to record when children have attained different skills. She also collates photographs to create individual learning records, which are shared with parents. Parents are kept up to date with information about their children's progress through private messages and daily feedback.

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. The garden area is secure and surrounded by fencing. 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 carries out daily visual 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 the annual written risk assessments.

The child minder provides a welcoming and friendly environment. Children have access to the lounge, meaning they have plenty of space to move around freely and explore the available activities. The child minder provides a good range of age-appropriate toys and resources, including animal figures, wooden jigsaws, toy vehicles, construction toys, arts and craft materials. Toys and activities are organised and stored at low level so children can reach them independently. There are comfortable cushions and seating so children can relax and spend quiet time reading or relaxing.. The child minder told us that occasionally children have access to the garden area. Although she plans outings to play parks and the library daily, as the garden can become waterlogged due to the incline of the garden area.

The child minder has a range of equipment to aid younger children's independence skills. For example, she has toddler step 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 good 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 good range of policies to enable her to run her service safely and effectively. The policies are reviewed and updated regularly so they contain up to date information. However, the lost child and uncollected child policy did not include the contact details for the regulator, Care Inspectorate Wales (CIW) and local safeguarding board. The child minder did not have a policy in place for nappy changing. On discussion, the child minder agreed to develop one immediately. The child minder has a detailed statement of purpose, which gives a clear and accurate description of the setting. This enables parents to make an informed decision about whether the setting can meet theirs and their child's needs.

The child minder regularly seeks feedback from parents and children. She 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. For example, a parent noted *"My child always comes home with a smile and talks of the happy time they have had." I am always assured that my child has had a great day, I have been using the setting over 12 years and as parents we are delighted with the setting"*.

The child minder ensures all the required' Disclosure and Barring Service (DBS) check are valid and up to date. She ensures CIW are notified following significant incidents or changes to the service, as required by the regulations. Her first aid and safeguarding training is up to date to maintain a good understanding of current best practice.

The child minder has developed positive relationships with parents and shares information effectively. Records 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 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, places of interest and local library groups.

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
N/A	No non-compliance of this type was identified at this	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)
Standard 5 - Records	Ensure all adults present on the premises during evacuation are also included in the evacuation log.
Standard 10 - Healthcare	Ensure there is a policy for nappy changing.

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 policies for lost children and uncollected children include a brief timeline and include CIW and safeguarding contact details.

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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