



Inspection Report

Ruth Harris

Caerphilly



Date Inspection Completed

10/05/2024

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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	13 August 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>	Adequate
<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 at the child minder's home. They have formed good relationships with the child minder and confidently communicate their needs. Children are able to develop skills well and they can make choices about their care and play.

The child minder is very experienced in her role. She is responsive to children's needs and creates a positive atmosphere whereby children feel valued. She has appropriate policies and procedures to promote children's health and safety, and these are being developed further.

The child minder provides an appropriate environment for children. She has sufficient resources that are of good quality and meet the needs of children currently being cared for. The child minder provides sufficient space and there is a secure outside play area. She has developed some useful risk assessments which she is going to expand further.

The child minder provides a good quality service for both children and parents. Overall, she manages the service appropriately, although, there are several improvements required in relation to keeping policies updated. The child minder reviews her setting, but this is not always effective enough to identify and support required improvements. She has developed good partnerships with parents, many who have used her setting for many years.

Well-being**Good**

Children have a strong voice and are listened to. Children express themselves confidently because they know their wishes and choices are listened to. They ask for toys they want to play with and naturally ask for support from the child minder. For example, they built a zoo together from blocks, then they chose a book and took it to the child minder for them to read together.

Children are extremely settled and feel safe and valued. They chat happily to the child minder as they arrive back from being collected from school, wash their hands, and sit at the table to eat their packed lunch. They enjoy the spontaneous praise they receive for succeeding or trying an activity such as colouring in a picture, smiling broadly. They proudly show the child minder the sticker reward they had received at school, excited to tell her what they did to earn it.

Children have extremely good bonds with the child minder. They are comfortable in her care and readily engage her in their play. For example, they enthusiastically engage in looking at the book they had chosen. They answer questions and turn the pages easily showing interest in the story. As a result, children have fun whilst learning and make progress in their speech and language. Children sustain interest in their chosen activity for a significant amount of time, as resources such as blocks are plentiful, allowing them to build imaginatively.

Children are developing good independence skills. They competently feed themselves their lunch and happily tidy away resources before doing another activity. They tell the child minder if they want to use the toilet and are able to attend to their needs independently, knowing they can ask for help if they need it.

Care and Development

Good

The child minder works well to keep children safe and healthy. She implements her health and safety policies and procedures effectively, for example, ensuring the children and herself wash their hands regularly and through regular cleaning. The child minder does not provide food as parents provide a packed lunch for children. She has a food hygiene certificate. There is a child protection policy in place and the child minder is confident in her knowledge and the procedures to follow with any child welfare concern. She has downloaded the Wales Safeguarding Procedures app but has not updated the policy to reflect the changes to legislation. The child minder updates her first aid training and completes safeguarding training periodically to refresh her knowledge. The child minder's accident, incident and medication records show that they are well completed and monitored. Fire drills are practised regularly and are recorded appropriately. She does not record when she tests the smoke detectors.

The child minder has developed very good bonds with the children and families and, as a result, she knows the children well. She communicates effectively with parents to keep her understanding of their needs up to date. She did not have complete written records of children initially, but she addressed this promptly and has told us that all information is now available. She uses her knowledge of the children's interests and needs to provide suitable resources and activities. This ensures she keeps children interested and helps them to learn. The child minder joins in with their play to support and extend their learning. She supports children to develop skills for independence. For example, she allows children to use the toilet on their own, explaining she will sit outside and wait for them in case they need support.

The child minder supports children's learning and development well through her interactions and the activities she provides. For example, discussing and answering questions as they sit and look at a book together. The child minder provides a child led, play based environment, and plans some activities around seasons and celebrations. Children make good progress, we saw well developed communication skills, concentration, and fine motor skills. The child minder has a policy in place in relation Additional Learning Needs (ALN) which would support her should she care for any children with identified or emerging ALN. This policy has not been updated to reflect the new Additional Needs Code of Practice. We did not hear any Welsh used during the inspection, but there is a policy that says that it is used frequently.

Environment**Adequate**

The child minder ensures the environment is safe, secure, and well-maintained. The child minder spoke confidently about the measures in place to keep children safe. She ensures the doors and external gate garden gates are locked. She keeps a record of visitors to the property. The child minder has basic risk assessments in place and performs daily visual risk assessments. The risk assessments do not include key activities such as the school run, security, and playing on the public field. The child minder does not have policies showing how she protects children from the sun and her expectations regarding use of IT and mobile phones. She ensures maintenance checks are conducted appropriately, for example, the gas safety check.

The child minder's home is warm and welcoming. Children generally use the rear lounge for play as well as the outside area, which is sufficient for the numbers who currently attend. The child minder has another larger lounge if needed. The child minder provides suitable facilities for toileting, which are located on the first floor and children use the facilities with varying degrees of supervision. Children eat their food at the dining table in the kitchen. The child minder sits with them and provides close supervision.

The child minder has a variety of well-maintained resources and equipment for a range of ages. She generally stores resources and play equipment in boxes under the open stairs. She provides children with opportunities to go and choose what they want to play with. There is sufficient space for children to move around freely and lead their own play. The child minder has basic multi-cultural resources such as books, which reflect our diverse society. The environment supports children to develop their independence and enables them to learn through play.

Leadership and Management

Adequate

The child minder is committed to improving her management skills, so she consistently meets the regulations and national minimum standards. She has a statement of purpose that outlines what the setting provides, allowing parents to make an informed choice about the suitability for their child. She has developed appropriate policies and procedures, some of which require updating to reflect changes to legislation such as the Additional Learning Needs Code of Practice. She maintains daily records such as attendance registers well. The child minder has a policy showing how she ensures records are stored securely and how she complies with confidentiality and data protection laws. She is not registered with the Information Commissioners Office.

The child minder has a basic process in place to review the quality of the setting. She has not always been successful in identifying improvements that are necessary to keep her setting up to date with current information and legislation. She has updated several policies during this inspection, but others need further review and development. She asks for the views of children and parents, using their feedback to ensure she meets the needs of the children. She produces a very brief report of her annual review, but this does not include the views of service users or provide her with an action plan of what improvements are required.

The child minder does not employ an assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. She has links with other child minders in the area and has nominated a back-up child minder that she can call on should an emergency arise. She ensures that all mandatory training such as paediatric first aid and child protection is regularly updated. She maintains Disclosure and Barring Service (DBS) checks for herself and relevant household members, although at the time of inspection one DBS was more than three years old. They applied for a new one immediately, therefore we have not issued a priority action notice on this occasion.

The child minder understands the importance of working in partnership with parents to ensure children receive the support required to meet their individual needs. She gathers useful information about children's preferences and routines before they start, but not all documentation was available on the day of the inspection. The child minder updated this information immediately and gave assurances that it would be kept updated in the future. The child minder keeps all parents informed via some electronic information but mostly by providing verbal information.

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)
Standard 18 - Quality assurance	Further develop the quality of care review process to be more evaluative. The report of the review should reflect the views of children and carers, and clearly show areas of improvement identified, with an action plan to meet these.
Standard 13 (Child Minder) - Suitable Person	Ensure Disclosure and Barring Service checks are renewed every three years.

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)
Review policies and procedures to reflect changes to legislation. These should include the Child Protection and Additional Learning Needs Policies.
Update the lost and missing child policy to state any incident will be referred to the local safeguarding board.
Draw up a policy showing how children will be protected when exposed to the sun.
Draw up a policy to show how children access IT and mobile phones safely.
Expand written risk assessments to include matters such as home security, the school run, playing in the public field and use of the upstairs bathroom.
Expand resources to reflect the Welsh Culture and a diverse society.
Maintain records of smoke detector tests.
Consider if the setting is required to be registered with the Information Commissioner's Office.
Monitor the effectiveness of changes that have been implemented as a result of this inspection.

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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