



## Inspection Report

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**Bridgend**



**Date Inspection Completed**

26/07/2024

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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	21 March 2018
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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

Children feel safe and happy at this setting. They feel comfortable and relaxed as they know their choices and preferences are valued. Children’s interactions are positive. They enjoy their play and learning activities. Children’s independence is promoted well.

The child minder keeps children safe and healthy. She ensures they have plenty of indoor and outdoor activities. Interactions between the child minder and children are good. The child minder promotes children’s play, learning and development well and records children’s progress.

The child minder has suitable policies and procedures in place and ensures the environment is suitably safe, secure, and well maintained. She provides a range of play and learning resources to ensure children have a variety of choice. Resources are of good quality and condition.

The child minder runs the setting well and she is very organised. She seeks views of parents and completes an annual quality of care report for the setting. Partnerships with parents are good.

## Well-being

Good

Children have a strong voice. Their choices and preferences are valued. They play freely and decide what toys and activities they would like to play with from the good selection available. Children are effective communicators and make their own decisions about their play. For example, they confidently told the child minder when they wanted their lunch and what they wanted to play with next.

Children feel safe and happy. They positively engage and chatter away with the child minder, receiving nurturing and appropriate responses. Children are very settled, relaxed and feel quite at home. They display confidence with the child minder and are completely at ease with her and her family. Children show good manners and respect towards others. They politely say *"Please"* and *"Thank you"*.

Children's interactions are positive. They engage well with the child minder and each other. They smile and laugh as they chat and play happily. They enjoy being creative with the playdough and planting seeds during activities. Children share the kitchen role play items well and use their imagination effectively when they pretend to make cups of tea. Children listen to instructions from the child minder well. For example, when she encourages them to take turns spreading the seeds.

Children enjoy their play and learning activities. They excitedly experiment with the foam, water and water beads. They spend time creating patterns and mixing the ingredients, filling up containers and pouring the ingredients out. They have good opportunities to initiate their own play and to influence their activities. Children can freely access toys that interest them and choose what to play with. Children's individual interests are taken into account and the child minder provides resources to enhance their experiences. For example, children have constant free flow access to the outdoors and thoroughly enjoy using this area.

Children's independence is promoted well. They are encouraged to do as much for themselves as possible in line with their age and stage of development. Children are able to help themselves to the toys in the boxes and independently choose resources. They visit the toilet independently and most children wash their hands themselves, and know to take their shoes off and store their bags away.

## Care and Development

Good

The child minder keeps children safe and healthy. She is confident about her responsibilities and understands the procedures to protect children. She has good safeguarding knowledge and responds well to scenarios to safeguard children. The child minder does not provide meals, however, on occasion offers snacks. The child minder ensures children wash their hands at appropriate times and provides children with their own individual towels to dry their hands. However, during outdoor play, handwashing is not always hygienic as children used one bowl of soapy water and shared one hand towel to dry their hands. The child minder ensures children have plenty of outdoor play and fresh air. She has valid safeguarding, paediatric first aid and food hygiene training certificates. The child minder has appropriate records for any accidents or incidents and records the administration of medication.

Interactions between the child minder and the children are good. There is a positive relationship between her and the children. She manages children's behaviour and individual needs well. The child minder encourages children to share and to be kind. She praises good behaviour and promotes their self-esteem well. The child minder also praises their achievements when they succeed at games or tasks. For example, when a child successfully completed a game with rings and another child created a turtle using playdough, we heard, "*Good boy*", "*Good girl*", "*That's lovely, well done*". Interactions are positive demonstrating respect, warmth and kindness.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She knows the children well and has a good understanding of each child's individual needs and routine. She maintains written developmental records, and plans for children's next steps in progression and learning. The child minder encourages children to use some simple Welsh words, extending their learning. For example, "*Can you find something melyn, coch, glas?*" with children repeating the colours. Children then spontaneously sang a Welsh song.

**Environment****Good**

The child minder ensures the environment is safe, secure and well maintained. The child minder uses a visitors' book. She has developed appropriate risk assessments, which are reviewed. However, the child minder had not dated them for validity. Vehicle documentation is appropriate and valid. The child minder completes regular fire drills and keeps suitable records. Heating safety checks are in place and cleaning routines reflect suitable hygiene practices.

The property is clean and welcoming. The child minder provides a homely environment. The toilet is situated on the ground floor and the child minder ensures she supervises and supports the younger children when required. The child minder uses her kitchen/dining area and sitting area for child minding. There is a separate playroom and space, if needed, for sleep or quiet time. Children can also access the garden room as additional play space. The child minder organises the environment appropriately to provide a good range of play opportunities and space which is suitable for the age ranges cared for. There is a secure outdoor garden which children can access from the dining area providing children with regular opportunities for fresh air and physical play.

The child minder ensures children can access a variety of age-appropriate furniture, toys, and equipment. She provides a range of resources for the children, including creative, role play, language, and small world resources. There are plenty of toys to keep the children's interest. Resources are stored at low level so that children can easily access items themselves. There are some resources such as books and dolls that promote an awareness of different cultures and diversity. The child minder told us that she uses some basic Spanish words and celebrates some festivals such as Chinese New Year.

## Leadership and Management

**Good**

The child minder is very organised and runs her service well. She engages positively with Care Inspectorate Wales (CIW) and addresses any recommendations. There is an up to date statement of purpose which reflects the service provided. The child minder has a range of suitable policies and procedures, which she reviews annually. She ensures that children's records and documentation are accurate and complete including a range of permission forms and a children's register. However, two children's files sampled during the visit did not contain all the required information. The child minder has up to date certificates such as public liability insurance, ICO (Information Commissioner's Office) and vehicle documents.

The child minder reviews and reflects upon her service and produces a quality of care report. She seeks information from parents to support her in the evaluation of her service and provides an opportunity for them to make suggestions for improvements. The child minder is committed to developing her business to ensure that she provides a good quality service.

The child minder is suitably qualified and has completed the required training courses, such as safeguarding, first aid and food hygiene. She is committed to developing her own professional development by attending various training courses. Disclosure and Barring Service checks (DBS) for herself and household members aged over 16 years are valid. However, the child minder had not notified CIW of changes to the current adult household members. While no immediate action is required, this is an area for improvement and we expect the provider to take action.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal and electronic means. The child minder makes good use of her local community. For example, she takes children on trips to various places such as parks, soft play, the beach and library, which benefit the children's development and learning. The child minder successfully works closely with other child minders in the area.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
	DBS certificates for all adult household members had expired.	Achieved
	CM had failed to notify CIW of change to home address	Achieved

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
31	The registered person must ensure that all notifiable events including any changes to household members are submitted to CIW at the correct times but no later than 14 days after the event has occurred.	New

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 10 - Healthcare	Ensure good hygiene practises are followed at all times.
Standard 5 - Records	Ensure every child's records are available for 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 risk assessments are dated upon review.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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