



## Inspection Report

**Haulwen George**

**Cardigan**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**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	Both
Previous Care Inspectorate Wales inspection	26 June 2017
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards the '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, happy and relaxed. They are confident and have a strong voice. Children's interactions with each other and with the child minder are positive. They enjoy their play opportunities. Children develop good independence skills.

The child minder keeps children safe and healthy. She provides caring and positive interactions with children. The child minder meets the needs of individual children, and she knows their likes and dislikes well.

The child minder ensures the environment is safe, secure, and well-maintained. She has a homely, accessible, and comfortable home. There is a good space for the children to play indoors, outdoors and a range of good quality resources.

The child minder has a good understanding of her regulatory responsibilities with suitable policies and procedures to meet the needs of children. Self-evaluation and training is embedded. Partnerships with parents are strong.

## Well-being

## Good

Children feel safe, happy, and relaxed at the child minder's home. They arrive at the setting content and settle immediately. For example, they run through the door and access the facilities and toys available to them. Children have a close and positive relationship with the child minder. They approach the child minder for a story and smile when their requests are acted upon. Children express how proud they are when they manage to achieve their goals to match the coloured toys and resources to the colour card on the floor.

Children have a strong voice. They feel confident when playing, knowing their choices and preferences are respected by the child minder. Children confidently express their needs with the child minder. They told the child minder "eto" when they wanted more snack, and others ask for a sandwich instead of the lunch provided. Children's decisions and preferences are considered. They help themselves to small world play toys and resources of their choice.

Children's interactions are good. They know each other well and play alongside each other comfortably. For example, they work together to sort the coloured baubles successfully. Children show empathy towards each other as they hold hands walking back from school and pat each other on the back showing support and care for others. Children's interactions with the child minder are positive. They listen when walking alongside the child minder on a school run and listen to instructions to not climb on the table. Children use good manners as they say 'diolch' to the child minder for helping them at lunchtime.

Children enjoy their play and learning opportunities. They show good concentration skills whilst listening to the story about a dog called 'Smot.' Children are excited about their challenges. They screech with excitement as they find different coloured toys and are excited as they run around chasing each other enthusiastically.

Children develop good independence skills. They recognise colours and characters from a very young age. Children show the ability to meet their personal needs well. For example, they go to the toilet and change their clothes without the gentle encouragement of the child minder. Children use fine motor skills during activities and develop early mathematical and language skills through play.

## Care and Development

Good

The child minder keeps children safe and healthy. She supervises the children closely as they play. The child minder manages most hygiene practices well. She washes her hands before assisting children at lunchtime and ensures that children have washed their hands before eating. Nappy changing routines are mostly implemented by washing hands and sanitising the cleaning the changing mat after each change, and privacy and dignity is respected. However, personal protective equipment is not worn for nappy changing. The child minder has good knowledge about children's intolerances, dietary and medical needs. She understands her responsibilities in relation to safeguarding children and responded well to potential child protection and safeguarding scenarios, knowing what steps to take if there was a child welfare concern.

The child minder's interactions with children are positive and caring. She knows the children very well, with a good understanding of their likes, dislikes, and preferences. The child minder manages children's behaviours appropriately. During a school run, she ensures all children are listening to her instructions and are safe at all times. At times when children want the same toys or foods, the child minder can manage these moments by distracting them with alternatives. The child minder uses positive encouragement towards children with praise. For example, she applauds when children count in Welsh, and praise them for eating well and dressing themselves.

The child minder meets the children's needs and preferences well. She has a thorough understanding of all children's needs and areas of development. She recognises their developmental next steps and meets these through play. The child minder embraces the children's ideas to enhance their understanding of vocabulary such as names of animals, colours, and shapes through reading books and creating games with their chosen toys. The child minder promotes the Welsh language successfully.

**Environment****Good**

The child minder ensures the environment is safe, secure, and well-maintained. The doors are locked, and the fence and gate outdoors are enclosed and secure. The child minder keeps records of those visiting the setting. She conducts regular fire drills and maintenance checks are updated. Risk assessments are regularly updated for the indoor area, activities, outdoor area, outings, car journeys and school run.

The property is welcoming with a separate playroom and an outdoor area for the children. The playroom is a cosy, colourful area with space for relaxation and sleep. The child minder has organised the toileting area and play areas to ensure that the children can always be independent. There are areas where children can socialise and eat at the kitchen table from a young age. The child minder ensures the playroom has a celebration of children's craft work, and photos of them are displayed, giving children a strong sense of belonging.

The child minder has a good range of quality resources, most of which are at low level height for the children to access them. These include puzzles, games, jigsaws, soft toys, books, role play, construction play, crafts, and musical toys. The outdoor area is organised with a climbing frame and slide, mud kitchen, trucks, and cars; with additional small parts and natural resources such as pinecones, shells, and wooden parts to enhance their experiences. The child minder provides a small number of resources to promote cultures and diversity, and she ensures the children participate in activities such as Diwali and Chinese New Year when they come together in local playgroups.

## Leadership and Management

Good

The child minder is organised and has a good understanding of her regulatory responsibilities. She shares a statement of purpose which is compliant with regulation and reflects the current running of her setting. The child minder keeps the required records. For example, she has a record of children's attendance and has the required contracts and permissions for all children attending. The child minder has policies and procedures which are regularly updated and has shared an updated safeguarding policy with Care Inspectorate Wales (CIW) during inspection. Public liability and car insurances are current, and all Disclosure and Barring Service (DBS) checks are valid.

The child minder regularly receives feedback from parents and children about how she runs her setting. She presents a quality-of-care report which highlights the improvements made and sets targets for the future. The child minder has informed CIW about changes to the setting and has completed the annual SASS.

The child minder is a qualified and experienced childcare practitioner who regularly attends new courses for her own professional development. These include behaviour management courses, autism awareness, prevent, paediatric first aid and safeguarding training. However, food hygiene training is outdated.

Partnerships with parents are good. Parents tell us the child minder engages well with the children and the children are happy in her company and in her home. They feel she is professional and provides a high level of care to children. The child minder embraces opportunities within the local community. She takes children to local playgroups and ensures children have plenty of opportunities to visit local areas of attraction, such as the library, shops, beaches, ponds, wildlife park and community farm.



### 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

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

	inspection	
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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 10 - Healthcare	Ensure food hygiene training is updated regularly
Standard 10 - Healthcare	Ensure personal protective equipment (PPE) is included in the nappy changing procedures.

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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