



Inspection Report

Arabella Morgan

Kilgetty



Date Inspection Completed

19/07/2024

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	7 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 settled and have a warm relationship with the child minder. They enjoy their time with the child minder and confidently choose from the available activities. Children are confident to communicate their needs and are beginning to form friendships and learn appropriate social skills.

The child minder knows how to keep children safe and healthy. She manages interactions effectively and promotes positive behaviour. The child minder supports children's play, learning and development well through a range of activities and experiences.

The child minder provides a homely environment where children feel comfortable and relaxed. She ensures she cares for children in premises that are safe and secure. The child minder provides a suitable range of toys and equipment to promote children's play and learning.

The child minder manages her setting adequately well and understands she needs to comply with regulations and national minimum standards (NMS). She ensures she keeps her training and suitability checks up to date. The child minder develops strong relationships with parents and offers a flexible service to meet their needs.

Children are very happy and settled with the child minder. They have a good voice and can make choices and decisions about what they do and how they spend their time. Children are confident communicators and express themselves well in ways that are appropriate for their ages or stages of development. They play freely, exploring their environment and leading their own play as they choose resources and toys from the available selection.

Children are safe and valued. They develop a warm relationship with the child minder and readily approach her for attention, reassurance and to play. For example, they happily chatted with the child minder about what they did at the weekend, and what they will be doing in the holidays. Children become familiar with the routines of the day and cooperate well at mealtimes or when needing to go in the car. As a result, they feel secure in the child minders care and develop a strong sense of belonging.

Children interact and behave very well in line with their ages. Babies play contentedly alongside each other, whilst older children play together much of the time and start to develop friendships. Minor disagreements are easily resolved, and children learn to share, take turns and consider the needs of others. For example, playing quietly when others are sleeping, giving a child space to play alone when requested or accepting they can't play with some things at times to keep younger children safe.

Children enjoy their play. They have opportunities to engage in craft and tabletop activities such as puzzles or drawing as well as enjoying self-chosen play for large parts of the day. They enthusiastically choose activities that interest them. This helps them develop concentration and perseverance as they explore the play people or use their imagination to role play with the dolls. Babies freely explore their environment and children benefit from playing with others of different ages. Older children enjoy 'reading' books to babies and babies watch with interest what older children do.

Children learn and develop from the opportunities and experiences provided for them. For example, they learn the names of baby animals when looking at books, count in Welsh, name colours and join in with stories and songs with the child minder. They develop their social skills and imagination well. There are opportunities for children to develop independence as they feed themselves and manage their own personal needs such as washing their hands and using the bathroom as they get older.

Care and Development

Good

The child minder works well to keep children safe and healthy. She has recently completed up-dated safeguarding training in line with the requirements of the revised NMS and is familiar with the correct procedures to follow should she have any concerns about a child in her care. There are suitable systems and record formats in place to record accidents, incidents, medication administered and any injuries or marks a child may have when they arrive at the setting. However, the child minder does not obtain written parental consent each time she is asked to administer medication. The child minder confirmed she will do this going forward. Other records seen were suitably completed and signed by parents. Parents provide all food for their children. However, the child minder is aware of any allergies and has completed food allergy and intolerance training. She occasionally heats up food and has completed a suitable food management document which she reviews regularly. The child minder follows good hygiene procedures in relation to food serving, ensuring the table or highchair is clean and children wash their hands before eating. She has in place suitable procedures for nappy changing and ensures children wash their hands after using the toilet, thereby encouraging children to develop good personal hygiene habits. The child minder provides children with opportunities to get fresh air either in her garden, walking to school or going to the park.

The child minder makes very positive relationships with children and creates a calm and caring environment. She praises children for good behaviour and thanks them when they do as she asks. Her management of minor issues is a strength. As a result, children learn to say please and thank-you, to cooperate and to get along with others. The child minder engages well with children, reminds them of her rules and acts as a good role model. This has a beneficial impact on their behaviour and self-esteem.

The child minder supports children's learning and development well through interactions and activities. She knows the children very well and understands their individual needs and routines. She provides a mainly child led play environment but does plan some activities. The child minder has started to make some observations to help inform her planning. She does not yet record children's progress and has not considered the Quality Framework for Early Childhood Play, Learning and Care in Wales to help support her planning and assessment. The child minder uses some incidental Welsh such as to count or name colours which helps children develop an understanding of the Welsh language. The child minder plans regular outings to extend children's experiences and develop their knowledge of the community. For example, to the local library, playgroup or sometimes further afield. She informs parents where they are going but does not obtain written parental permissions or record risk assessments.

Environment

Adequate

The child minder ensures the environment is suitably safe and secure. She keeps entrances into the house locked and the key out of reach of children but easily accessible to herself. The child minder records visitors in her diary along with the attendance times of the children. She has suitable risk assessments in place for all areas of her home and uses suitable children's car seats in her car. She is very aware of ensuring children are safe during building works at her house and we did not see any hazards relating to this. The child minder ensures annual gas safety checks are in place. She carries out and makes good records of regular fire drills and confirmed she intends to go back to keeping a separate log of these rather than recording them in her diary to make tracking of them easier. All areas of the home are suitably clean and well maintained.

Child minding takes place mainly in the homely environment of the large living room where there is sufficient room for children to play or relax. Children access the kitchen for eating and messy play activities only under supervision. There is a downstairs bathroom which enables children to use it independently as they get older. The child minder also uses it for nappy changing to protect the privacy and dignity of younger children. A large garden is accessible from the living room although children generally only play on the patio area.

The child minder provides an adequate range of resources for children to choose from. She told us she has lots more resources but rotates them to keep children's interest. Most toys are traditional in nature and children can access them independently. They spent a long time role playing with the kitchen, play food, dolls and prams and enjoyed sharing the range of books available with the child minder. However, we did not see natural resources, resources that promote cultural awareness and diversity or flexible resources that children can use in a variety of ways.

Leadership and Management

Adequate

The child minder is experienced and knowledgeable about the care of children. Overall, she complies with regulations and national minimum standards and has addressed most of the recommendations from the last inspection. She has an appropriate range of policies and procedures which she is in the process of updating, she is aware of the amendments needed to ensure compliance and clarity. The child minder maintains a Statement of Purpose that reflects the service she offers.

The child minder carries out an annual review of her setting which is informed by the views of parents and children. She produces a report of her review and offers some evaluation of the service she offers. The child minder identifies broad areas she would like to develop or improve.

The child minder is well qualified and maintains all mandatory training such as paediatric first aid and safeguarding. She also attends other training as she is able, for example, in relation to additional learning needs. The child minder ensures she has Disclosure and Barring Service (DBS) checks for herself and any relevant household members and subscribes to the update service to ensure these are always current.

The child minder develops strong relationships with parents and offers a highly flexible service. She ensures she has contracts and relevant information in place for children before they start with her to ensure she can meet their individual needs although she does not ask for written permissions for some aspects of her service. For example, to transport children in her car, take them to the park or apply sun cream. The child minder engages positively with Care Inspectorate Wales and has recently started working with a local authority development officer to support her in the running of her setting.

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
20 (1) (a)	The child minder did not know safe procedures to follow if she had a concern about a child and she did not have up to date child protection training. She had also not sought consent from parents to seek emergency medical treatment for the children in her care. Action: Complete a child protection training course; and confirm in writing that written consent from parents is in place to seek emergency medical treatment for all children.	Achieved
30 (1) (a)	The child minder did not maintain all of the relevant records in relation to all children. Action: confirm in writing that all of the information in relation to each of the individual children in her care, as set out in	Achieved

	Schedule 3 of the regulations, is in place.	
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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 inspection	N/A

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 parental permission is obtained before administering medication.
Standard 7 - Opportunities for play and learning	Develop observations to help plan for children's next steps in learning and consider the Quality Framework for Early Childhood Play, Learning and Care to support this.
Standard 23 - Equipment	Develop resources to promote cultural awareness and diversity.

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)
Obtain written parental permissions for a range of reasons including for outings.

Consider the organisation of resources to give children more independent choice and to offer a wider range that includes some natural materials and some that can be used more flexibly.

Further develop the Quality of Care review to be more evaluative of outcomes for children and further support planning for improvement.

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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