



## Inspection Report

**Rhian Doyle**

**Port Talbot**



## **Date Inspection Completed**

10/06/2024

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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	5 July 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.

<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 have a strong voice. Children know each other and the child minder well, they are happy, settled and interact successfully. They follow their own interests and express themselves very well.

Overall, the child minder promotes children's health and safety suitably. Interactions are positive and calm. The child minder is aware of children's individual needs, promoting their learning, identifying next steps and developmental targets.

The child minder has practices and risk assessments in place to ensure the environment is mostly safe, secure, and suitably maintained. The child minder provides a variety of equipment and resources for children to access.

The child minder runs her setting well and is very knowledgeable about her role. She is aware of the national minimum standards and regulations. The child minder is keen to drive improvement, and regularly undertakes training. Partnerships are strong and effective.

Children have good opportunities to make choices and decisions about what activities and resources they want to play with. We saw them confidently choose playdough and small world resources. They decide what they would like at lunch, with their wishes met. Non-verbal children have their cues recognised. For example, raising their hands to the child minder, to be lifted into the highchair for snack. They confidently express themselves by talking to us, Care Inspectorate Wales, and the child minder.

Children are happy, settled and cope well with separation from their parents or carers. They have positive relationships with each other, and the child minder. Children receive support and reassurance, having regular cuddles and comfort. They contently sit next to the child minder when engaging in play activities. Children are familiar with routines. For example, at mealtimes and during activities.

Children express enthusiasm and enjoyment. They smile, laugh, and interact with each other well. Younger children are beginning to cooperate with each other. For example, they share and pass blocks to older children when building a tower. Children interact with small world play and enjoy discovering treasure baskets. They confidently explore the indoor environment and engage in a range of play opportunities.

Children are interested in their play and learning. They follow their own interest and engage in activities of their choice. For example, when playing with wooden farm animals, they confidently correctly name "*duck and cow*". Children engage in cause-and-effect toys moving and dancing whilst playing with them. They interact whilst reading and share books with each other and the child minder. Children laugh and smile when they engage in social times. For example, whilst sitting at the table for their meals.

Children are developing their independence skills well. They support the child minder when tidying up and follow instructions closely. Children feed themselves at mealtimes and younger children are provided with support, if needed. Younger children are learning to access the bathroom with help.

## Care and Development

Good

The child minder understands and mostly implements policies and procedures to promote safety for children. She holds current child protection, first aid and food hygiene training. The child minder is aware of her responsibility to safeguard children, appropriately answering safeguarding scenarios. Accident, incident, existing injuries, and medication records are in place. Although some medication records were not fully complete with parental signatures. Following our visit, the child minder confirmed she has health care plans in place, where required. The child minder has systems in place to meet allergies and dietary needs. She provides children with healthy meals and snacks. Overall, there are suitable cleaning and hygiene practices in place. The child minder and children regularly wash their hands. However, there were inconsistencies with the nappy changing policy and practice, with sanitising the mat in-between changes not being consistently implemented.

The child minder understands her behaviour management policy and promotes positive strategies. For example, supporting children to share. The child minder engages with children at their level, sitting on the floor with them. She knows them very well and has good knowledge of their needs. The child minder regularly offers encouragement and praise. We heard her say, "*Well done*" and "*High five!*" The child minder interacts with warmth and kindness, giving children cuddles, engaging and interacting with them. During play, the child minder supports children's learning of Welsh, introducing colours, numbers, and animal names. The child minder is a good role model. At mealtimes she sits at the dining table with the children, to support and monitor them whilst they are eating, encouraging an engaging social time.

The child minder is aware of children's individual development. She keeps developmental records, recognises key achievements, and highlights next steps for children. The child minder provides a range of play and learning activities. For example, introducing shapes, counting and colour recognition through different play opportunities. The child minder is aware of Additional Learning Needs (ALN), supporting children and signposting parents to seek further support if needed. She works with professionals to meet children's individual needs if required. The child minder confirmed children regularly go to local playgroups and other areas of interest.

## Environment

Good

The child minder has a range of practices in place and ensures the environment is overall safe, secure, and generally well maintained. All visitors sign in. There are varied risk assessments for the house, outings, students, outside area, and pets. The childminder reviews her documents but does not always keep a written record, including the review dates. At the time of inspection, one ground floor fire alarm was not in place. Following the visit, this was swiftly rectified. Cleaning routines reflect overall suitable hygiene. On-going visual checks are complete. Although, there are some signs of damp and unnecessary risks were evident, including bin bags in the garden and the kitchen cupboard lock not being fully secure. The child minder has pet dogs at the setting, who remain in the kitchen, so contact is limited. They have their own area of the garden.

The environment meets the children's needs and enables them to reach their full potential. The lounge area is bright and spacious, with a suitable range of resources and equipment. Further equipment and play space are within the small, fenced garden and adjoining outside play area. There are signs which promote Welsh language and culture, along with other resources which promote children's learning of diversity and cultural awareness. The child minder confirmed, the outside area is used during some parts of the day, with the main care provided within the home. The child minder regularly visits outside spaces such as the woods and beaches.

The child minder provides a range of suitable, quality, developmentally appropriate play, and learning resources. There is a range to ensure children have a variety of choice. For example, small world play, sensory activities, reading books, role-play activities and puzzles. There are sensory baskets to develop children's natural curiosity of everyday objects and support them to further explore. There is suitable equipment for the ages of the children who access the service. For example, prams, highchairs, booster seats, and potty. The child minder confirmed she has a range of car seats suitable for the children attending the setting.

## Leadership and Management

Good

The child minder runs her service well and has a sound knowledge of the national minimum standards and regulations. She is well organised and ensures mostly all records are accurately maintained. Registers are complete, with actual times of children's arrival and departure. Household members have up to date Disclosure and Barring Service checks and are on the update service. The child minder has an up-to-date Statement of Purpose and keeps CIW up to date with any changes at the service via her online account.

Children have accurate and complete contracts, with a range of consent forms in place. The child minder uses an interactive app to record information. She reviews her policies. However, some require further development to reflect changes in legislation and include when reviews have been complete. Following our visit, the child minder confirmed policies have been updated to reflect changes. The child minder has up to date certificates such as car documents, public liability insurance and is registered with the Information Commissioners Office.

The child minder reviews and evaluates her service well. She has a recent quality of care report and has completed the self-assessment of service statement (SASS). Parental views are included as part of the review. She identifies areas to improve and reflects the actions within her practice. For example, tracking development in line with the curriculum for Wales.

The child minder keeps up to date with mandatory training and uses resources available to her through her memberships, regularly undertaking additional training. She has very strong links with the local authority, local community, and other professionals. The child minder promotes positive partnerships with parents. Keeping parents up to date, with the use of private messages, an online application and through verbal conversations at the start and end of the day. As part of the inspection process, we gained feedback from parents via an online questionnaire. Comments were very positive, one stating *"I would 100% recommend Rhian's services to other parents and I would be solely disappointed when it's time to move on"* and *"Rhian Doyle is an excellent childminder and \*\*\* is so comfortable with her she goes above and beyond for the children and \*\*\* has come on so much."*



### 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. 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 10 - Healthcare	Ensure consistent hygiene practices are in place and followed effectively.
Standard 5 - Records	Ensure medication records are fully complete and countersigned by parents.
Standard 22 - Environment	Ensure unnecessary risks are reduced as much as possible.
Standard 18 - Quality assurance	Ensure all documents include dates of when they undergo review and updates.

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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