



## Inspection Report

**Leanne Roberts**

**Bridgend**



**Date Inspection Completed**

01/05/2024

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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	26 June 2019
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>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children are happy and confident to communicate their wishes, and their needs are considered. They have good opportunities to make choices and decisions and their interests are valued. The children have a sense of belonging and have formed good relationships and friendships with their peers and with the child minder.

The child minder is developing her understanding of policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. She understands her responsibilities to safeguard children and knows the children well.

The child minder generally has measures to ensure the environment is safe and secure, although some risks are not always identified. She ensures the environment mostly meets the needs of the children, offering a good range of age and stage appropriate resources, toys, and equipment.

The child minder has a good vision and nearly all policies and procedures meet the National Minimum Standards. She ensures her continuous professional development is maintained through completion of various training courses. The child minder works closely with parents and has established partnerships with local schools for pick up services.

Children are confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and decisions and their interests are valued. For example, a child indicated to the child minder that they wanted to play with the items in the small world box. Children are settled and are happy in their environment. They cope well with separation. For example, during teatime, children were eager to talk about family members.

Interactions between the children and the child minder are consistently good. Children interact and engage well with the child minder and their peers, showing interest and being supportive of each other's needs. For example, they talked about their morning in school. Children arrive eagerly at the setting and have settled well in the child minder's care. It was evident that the children have formed close bonds with her and know the routines at the setting well. For example, tidy up time and placing shoes and coats on to get into the buggy for the school run. This has a positive impact on their well-being and motivation. The childminder provided comfort and reassurance for children who required it. For example, when they awake from sleeping, giving them time to adapt slowly. Children know the childminder will respond effectively to their needs. They approach her when they are hurt or upset and feel immediately comforted by her. Children feel a sense of belonging and smile as they receive praise for showing kindness to a friend or being an excellent helper at tidy up time. She praises them by saying "Well Done" and "diolch".

Children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. The children show curiosity and explore a variety of play opportunities and resources available to them in the playroom. For example, they show excitement during role playing making ice creams of various colours and flavours. Most children concentrate for an appropriate amount of time and respond positively to encouragement from the child minder. They listen to instructions well, and many children feel a sense of achievement and pride when they succeed in activities, such as when they climb onto the sit on rocking ladybird unaided.

Overall, most children develop their independence skills effectively. On arrival they happily take responsibility for storing their belongings. They hang up their coats and know where to place their lunch bags. Nearly all children complete self-care tasks independently. For example, they wash their hands and get tissues to wipe their nose. Children learn to serve themselves at snack time and they also help to tidy resources efficiently at the end of the session.

## Care and Development

Adequate

The child minder has a satisfactory understanding of her responsibilities to protect children. She is working towards implementing policies and procedures to promote healthy lifestyles, physical activities, personal safety, well-being and dignity. The child minder has current training certificates in place for paediatric first aid, food safety and child protection. In the main the child minder completes relevant documentation regarding most children in her care. The child minder uses a daily diary to record children's attendance. All accident documentation is completed and signed correctly. However, she does not ensure that there is a written record of individual needs and preferences for each child on admission that includes for example any allergies, General Practitioner information, comfort items, special words; the language of the children at home and if they speak Welsh. In addition, not all children's contracts are completed consistently and do not include consent for emergency medical treatment for every child attending the service signed by parents and carers. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. She encourages children to wash their hands before meals and drinks. Tables are cleaned prior to meals being served. Nappy changing practices are followed effectively in line with infection control guidance. The childminder ensures dignity and privacy are respected whilst toileting. The child minder provides adequate snacks and meals to children.

Interactions between the child minder and children are consistent, demonstrating warmth and kindness. The child minder is sensitive to the needs and experiences of children and responds well to their needs. The child minder understands children's development and demonstrates that she knows the children in her care well. Children's records include evidence of children's work such as drawings and pictures. However, no developmental logs being completed to record children's individual achievements or progress.

The child minder offers a good range of resources, and these are stored in the main playroom which is independently accessible to the children. The child minder also readily brings out additional age-appropriate resources to meet the needs of children in her care. The child minder provides children with suitable play and learning opportunities. She plans basic activities, however most of the activities are child led. Children engage in free play, with some adult support. We saw children interact with role play, cars, and sensory opportunities. The child minder supports children whilst mark making and playing with the ice cream shop extending children's learning whilst recognising shapes, colours, and the alphabet.

## Environment

The child minder has suitable procedures and policies in place, to ensure the safety and welfare of children in her care. In the main the environment is safe, secure, and well maintained. It is welcoming, warm and homely with clear hygiene practices in place. There is a clear entrance and exit point in relation to fire safety. The child minder ensures the front door is secure and has a separate hall area to allow for handovers to take place with parents and carers, in the safety of her home. The child minder completes adequate risk assessments for the house and outings. She told us she undertakes daily visual checks on the premises; however, these have not been recorded since November 2023. Regular fire drills and tests are completed with basic information kept. The child minder supervises children adequately and knows the difference between acceptable and unacceptable risks for the age group of children she cares for.

The child minder provides a dedicated playroom at the rear of the house. There is direct access into the secure rear garden. However, the rear garden area is currently out of bounds as it is undergoing renovation work to make it suitable for minded children's use. The secure front garden is in use for children's physical outdoor play. However, we saw a child playing on the front garden gate which was opening and closing directly onto the pavement and road area. The rooms are bright and comfortable. She provides children with a good range of toys and play materials.

The child minder ensures children have access to furniture, equipment and toys that are appropriate for their age, needs and stage of development. These include small world and role play toys, cars, puzzles, and books. The child minder provides some toys and equipment that promote diversity.

## Leadership and Management

Adequate

The childminder has a satisfactory vision for the setting. She is passionate and enthusiastic about the setting. She has the required policies and procedures in place and a purposeful statement of purpose, which contributes to the smooth running of the setting. Prior to the production of the report this has been updated to reflect that the rear garden at present is out of bounds to children due to renovation work being undertaken. In the main, we saw that the administration file included most aspects of required paperwork, including valid Disclosure and Barring System checks, training certificates, service certificates, insurance documents, memberships, policies, risk assessments, fire drills and children's files. However, not all reflect changes in legislation, changes to her provision and do not include dates of reviews. In addition, no records are being maintained of any medication administered. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The childminder ensures that all records are stored confidentially.

The childminder has in place an annual quality of care review, showing evidence of how they respond to feedback. She has a quality assurance system in place which identifies strengths and areas for improvement. The childminder is committed to improving the quality of provision and outcomes for children. She distributes questionnaires and listens to the opinions and views of those who use the setting. As a result, she is working towards developing her service of care. For example, the acquiring of multicultural resources was an identified area of improvement within the last quality of care report and review. The childminder ensures all mandatory certificates are up to date and regular training is undertaken as part of her ongoing professional development.

The childminder has suitable relationships with other professionals, she links and accesses support from the local authority family information service and the local schools. However, she confirmed that she had experienced complexities recently with managing school runs. This was in relation to school runs both to where the children attend and to the school where her own children attend along with caring for the maximum number of after school children had proven to be a challenge. As a result, from May 2024, she has made the decision to cease providing a service for all before and after school provisions and aims to place the focus on her own children after school daily. The childminder promotes positive partnerships with parents and carers. She keeps parents up to date regularly, using verbal communication during drop off or pick up, through private and group messages and via an online application.



### 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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30	The childminder has failed to meet a recommendation from the previous inspection in relation to ensure that there is a written record of individual needs and preferences for each child on admission that includes any allergies, GP, religion, child's likes, dislikes, fears, comfort items, special words; the language of the children at home and if they speak Welsh. The childminder must ensure that this information is in place for all children on admission and be available for inspection.	New
26	The childminder must ensure records detailing all medication administered to children in her care is maintained and is countersigned by the parents/carers.	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 5 - Records	Ensure that all children's contracts are completed consistently.
Standard 5 - Records	Ensure that consent for emergency medical treatment is acquired in respect of each individual child attending the service.
Standard 22 - Environment	Ensure that all risk assessments are updated to include any potential health and safety hazards identified in the front garden area of the premises that is used by minded children for outdoor play.

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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