



Inspection Report

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Y Felinheli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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24/09/2024

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	29 April 2024
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates 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>	Good
<u>Leadership and Management</u>	Good

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

Children are confident communicators as their wants, moods and needs are considered. They are active and express enthusiasm and enjoyment in their play and learning activities. Children have a sense of belonging, forming relationships and are familiar with routines. Interactions between children and the child minder are consistently good and children co-operate well. They have freedom to safely explore their indoor and outdoor play environment and are developing their independence skills well.

The child minder has a good understanding of her role and responsibilities to keep children safe and healthy. She has a friendly and warm approach towards care giving. The child minder organises interesting play and learning opportunities for children.

The child minder ensures the environment is clean and safe. She has made sure toys, resources and equipment are age appropriate and of good quality. The outdoor area is spacious and enables children to develop their imagination and creativity.

The child minder is committed and hard working. She has made significant improvements since the last inspection to meet compliance. The child minder manages the setting effectively.

Well-being

Good

Children are confident communicators and express themselves well. They enjoy talking about and showing what they like to play with. For instance, a child enjoyed showing their favourite toy vehicles and smiled as they held up the fire engine and said, '*nee no nee no*'. Children enjoy talking with the child minder about their families and a child spoke animatedly about their siblings and where their parents / carers work. During the walk from school children enjoyed lively conversations with the child minder about seeing the people they knew in their community and had lots of fun waving at them.

Children are happy and settle quickly as they are greeted in a friendly way by the child minder. They are familiar with the daily routines and show how they store their personal items on arrival and prepare themselves well for outdoor play. Children approach the child minder with ease to make their requests and these are responded to in a timely manner. For instance, a child's nonverbal request for comfort was responded to by the child minder by giving them a big cuddle. This made the child smile.

Children interact positively with their friends and the child minder. For instance, a child shared the toy cars with their friend and took turns to complete a jigsaw puzzle. Children co-operate well to tidy up their toys. They enjoy the social occasion of mealtimes and practice using good manners.

Children are active and curious learners. They enjoy following their own interests and directing their own play well. For example, they developed their imagination in the role play area and created a lovely shop scene with related props. Children had fun naming the food props and told the child minder if she wanted to buy fish '*it's 49p*'. Children enjoy taking notice of the birds in the garden and practice naming the birds with the child minder. During outdoor play children showed innovation in transporting water from one container to another. For instance, they used spoons, ladles, buckets and a watering can. Children enjoy experimenting during water and sand play, they had fun tapping the water with a spoon to create splashes while their friend showed they were making chocolate chip cookies with sand.

Children are developing their independence skills well. For instance, when arriving from their walk they take off their shoes and place them nicely in a row with their friends. After returning from a walk and during mealtimes, they help themselves to drinking water and pour their own drinks successfully. During outdoor play a child concentrated and sustained interest in exploring the wind chimes and in creating different sounds. Children are developing their independence skills well with positive encouragement from the child minder.

The child minder knows children well. She has a warm and kind approach towards care giving. The child minder is responsive and sensitive to all children's individual needs. She consistently values their efforts and celebrates their achievements.

The child minder has a good understanding of her role and responsibilities to keep children safe and healthy. She understands and implements most of her policies and procedures well to promote healthy lifestyles, physical activities and well-being. The child minder has an appropriate understanding of safeguarding procedures. She consistently records children's hours of attendance as part of her wider safeguarding practices. The child minder has completed relevant training in safeguarding, first aid and food hygiene suitable for the ages of children in her care. She encourages children to wash their hands after using the toilet and before mealtimes to develop their personal hygiene practice effectively, but individual hand / paper towels are not being offered for children to dry their hands. Following our visit the child minder confirmed she has addressed this matter. The child minder encourages children to eat healthily and provides fresh drinking water. She has made improvements to recording accident, incidents and administering medication. These records have been signed by parents / carers to evidence they have been kept informed. However, not all of these have been dated correctly. During our visit the child minder confirmed she would address this matter immediately. The child minder has made improvements to nappy changing and is partly following the current infection control guidance. However, the child minder did not wear a disposable apron when changing a child's un-soiled nappy. Following our visit the child minder confirmed this matter has been addressed and submitted her revised policy to reflect practice of wearing full PPE at every nappy change. The child minder makes sure children have privacy and their dignity is respected when having their nappy changed or when using the toilet.

The child minder has a good understanding of the positive behaviour management policy and practices effective strategies to support children to learn to take turns, share, co-operate and be kind to their friends. The child minder supports children to express themselves positively. She makes sure they receive consistent positive interactions.

The child minder has a responsive approach to activity planning. She listens and respects children's choices and affords them the opportunity to direct their own play well. The child minder is at the early stages of recording observations of what children do and is starting to use this information to help her plan for the next steps in children's play, learning and development. She speaks basic Welsh with children throughout the day to develop their understanding and use of the language. The child minder organised a lovely activity to develop children's speech and language skills. She asked them to find the picture on the floor puzzle that started with the letter of the alphabet she called. As a result, children practiced saying the letter and the word relating to the picture. During outdoor play the child minder asked questions to develop children's problem-solving skills. For instance, she asked them how they would fill the cups with water and asked them to think about which

container would be the best to use. The child minder presented photographs showing children enjoying visits to local sites, playing on the beach and going for woodland walks helping to raise their awareness about their local surroundings.

Environment

Good

The child minder ensures the environment is safe, clean, secure, and well maintained both indoors and outdoors. She has made significant improvements since our last visit and has a good understanding of her responsibilities in relation to the safety and welfare of children.

The child minder makes sure there is a system for managing access to the premises and a record of visitors kept. She organises regular cleaning routines that reflect good hygiene practices. The child minder supervises children well during their play and learning activities and when escorting them on walks. She reinforces road safety rules regularly.

The child minder conducts and records daily health and safety checks before children enter the premises. She has improved the risk assessments of the premises, activities and outings and these have been recently reviewed, highlighting the potential risks to children and the measures put in place to minimise possible risks. The child minder has completed the Welsh Government fire risk assessment for child minding premises and makes sure fire drills are conducted to help raise children's awareness of procedures to take in case of an emergency. The child minder has replenished the first aid box equipment, and these are in date.

The child minder has improved the indoor play area enabling children to follow their own interests and develop their independence well. She ensures the environment meets children's needs and enables them to reach their full potential. The child minder ensures the environment provides a good range of play opportunities suitable for the age ranges cared for. She makes sure children can access good quality age-appropriate furniture, toys and equipment both indoors and outdoors to stimulate children's interests.

The child minder stores toys, resources and equipment at a low-level meaning children have easy access and choices about what they want to play with. She has organised a designated area for children to store their personal items and this helps to create a sense of belonging. The child minder displays books attractively, inviting children to take interest and read them. She provides re-cycled materials and household goods to develop children's natural curiosity. However, there is a lack of resources to promote children's awareness about their wider society and raising cultural awareness.

The child minder provides good opportunities for children to develop their play and learning in the fresh air. The outdoor area is spacious with wooden playhouse, kitchen and related props, musical chimes, sand and water play activities.

Leadership and Management

Good

The child minder is hard working and committed to making improvements to create better outcomes for children. She manages her setting well.

The child minder has an up-to-date statement of purpose that reflects the service provided and provides the required information to help parents / carers make an informed decision about the service. She reviews her policies regularly and ensures these are implemented in practice. She has improved the safeguarding policy, and this is based on the Wales Safeguarding Procedures. The child minder can demonstrate she is actively working towards the implementation of Welsh Government's best practice guidance for food and nutrition for childcare settings and following our visit has drawn up a weekly menu to share with parents / carers. The child minder has a good understanding of her responsibilities to promote the Welsh language and culture. She ensures she engages with Care Inspectorate Wales (CIW) and notifies CIW of significant events. She has submitted the assessment of service statement to CIW.

The child minder is in the process of gathering views from parents / carers and children to inform her next quality of care review report. The current report she has written has not changed since our last visit and does not include the previous comments from parents / carers and children to help her measure the success of the setting, as part of these processes to fully evaluate the service and outline the actions taken to make improvements.

The child minder has good systems in place to update suitability checks as required and the child minders and household members' Disclosure and Barring Service (DBS) certificates are current. The child minder is experienced in her role of caring for children. She has completed relevant training suitable for the ages of children in her care. The child minder has collated all of the required information in children's individual records to ensure she can meet their individual needs.

The child minder keeps parents / carers well informed about their child's daily progress via messaging and verbal updates. The child minder showed photographs of children enjoying their time outdoors in the community, going for walks and visiting local sites to raise their awareness of their local community and better their social skills.

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
25	The child minder must ensure risk assessments are fully reflective of the premises, activities and outings children participate in. The child minder must ensure these are completed annually and any changes to the premises or needs of the children reviewed. The child minder must ensure sufficient measures are in place to minimise identified risks and that daily health and safety checks are conducted before children enter the premises.	Achieved
30	The child minder must ensure she keeps a daily record of the names of children and their hours of attendance. The child minder must ensure she formally records accidents and incidents and these are acknowledged by parents / carers to evidence	Achieved

	they have been kept informed. The child minder must ensure medication records, parental / carers consent forms for administering medication have been completed to include clear detail. The child minder must ensure she has gathered all of the required information in the children's individual records and have this information readily available	
38	The child minder must ensure she conducts fire evacuation drills at least every 6 months, recognising that children benefit from more regular practice and these records are kept in a fire logbook. The child minder must ensure frequent inspection of the heating oil system in order to check for any issues to prevent potential hazards to children.	Achieved
6	The child minder must ensure she has a current enhanced Disclosure and Barring Service (DBS) certificate. The child minder must ensure she makes arrangements with Care Inspectorate Wales (CIW) to present her current DBS certificate.	Achieved
20	The child minder must ensure that every person who has attained the age of 16 years and who lives on the relevant premises has an enhanced Disclosure and Barring Service (DBS) certificate. The child minder must ensure the DBS certificate is available on request by Care Inspectorate Wales (CIW).	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
N/A	No non-compliance of this type was identified at this inspection	N/A
25	The child minder must ensure handwashing and nappy changing procedures are in line with the Public Health Wales Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales (Nurseries, Childminding and	Achieved

	Playgroups).	
22	The child minder must ensure the safeguarding policy is based on the Wales Safeguarding Procedures. In producing this policy, the child minder must also be familiar with the Welsh Government's statutory guidance on safeguarding children under the Social Services and Wellbeing (Wales) Act 2014.	Achieved

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 18 - Quality assurance	Make sure the views of children, parents / carers and other professionals are taken on board when reviewing the quality of care in order to fully evaluate the setting and identify what improvements could be made to create better outcomes for children.
Standard 5 - Records	Make sure all accidents and incidents forms are dated correctly.
Standard 23 - Equipment	Increase resources to develop children's understanding of their wider society and promote their cultural awareness.
Standard 10 - Healthcare	Ensure children have access to paper towels or individual handtowels to dry their hands.

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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