



Inspection Report

Hannah Curphey

Wrexham

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

04/09/2024

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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	19 April 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	<p>This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.'</p> <p>'Mae'r gwasanaeth yn gweithio tuag at ddarparu'r 'Cynnig Rhagweithiol' ar gyfer y Gymraeg ac yn gwneud cryn ymdrech i hyrwyddo defnydd o'r Gymraeg a diwylliant Cymru.'</p>

<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 very happy and secure in the child minder's care. They communicate well and are making good progress with their speaking, social skills, and learning.

The child minder is very responsive, kind and friendly. She knows the children well and meets their individual needs consistently. She is well qualified, demonstrating a good knowledge of child development and children's specific needs.

The home is secure, child friendly, safe, clean and well maintained. The children play in the dining room, lounge and outdoors. Toys and learning resources are stored within easy reach so the children can choose what to play with. The rear garden has been developed since the previous inspection and is a stimulating area in which to play. The child minder promotes outdoor play, and fully understands the benefits of allowing children to play and learn in a natural environment. She takes children out to local parks, country parks and age-appropriate places of interest.

The child minder has systems in place to ensure her setting runs smoothly and safely. The annual quality of care review details how the setting is running and what she does well. This document is available for parents to read. However, an action plan, once in place, would inform parents and Care Inspectorate Wales (CIW) of any changes being considered at the setting.

Well-being

Good

Children have opportunities to make choices and decisions. They move freely around the lounge and dining room, fetching items such as the train set and small world farmyard when they want to play with them. Children are happy to express themselves. Those present were under two years of age and communicated using some words and simple phrases. Children are happy to include the child minder in their play. They are curious, ask questions, repeat words, and enjoy chatting. They go to the child minder when they want a drink, a snack, or to play outdoors. Children know their child minder will happily listen to them and help them to get what they need. Children are also confident enough to try to do things for themselves if they can. They look to the child minder for cuddles and support when they are upset and enjoy being with her, especially outdoors. They like her to join in with their play, and to play 'pee - po' which they find very funny. They sit close to her when on the floor and on her lap. This shows how secure and comfortable they must feel with her.

Children see the child minder as a good role model. They are learning how to respect others, to share toys and to be kind to one another. They listen to the child minder when she explains things to them and when encouraging them to do the right thing. They respond positively to what she says and follow instructions well. Children are beginning to understand how their actions can make others sad or upset. They compromise and learn to share the child minder's attention when others are having a cuddle.

Children enjoy learning through their play and have a varied selection of opportunities indoors and outdoors. They show interest and join in when the child minder shares a story with them. When prompted they play alongside the child minder with the magnetic shapes. Outdoors they excitedly dig alongside her in the sand. They are curious when they see the light shining through the magnetic shapes and when they find a fidget toy on a cupboard top. They concentrate hard when the child minder shows them how to do things and are often determined to do things for themselves. They are energetic, riding on bikes, using push along toys, and run to call out to the sheep when they see them at the bottom of the garden. Consequently, children are very enthusiastic about their play and are making good progress developmentally. They have opportunities occasionally to meet up with other minded children locally. They spend a lot of time outdoors in different local parks, country park sites and river walks where they love to explore the local environment.

Children are developing their independence skills enabling them to do some things for themselves. They sit at the table for snacks and meals, eat independently and choose their own items from a plate. They use the bathroom independently to wash their hands whilst being watched over by the child minder. Children try to do new things for themselves as this is what they are encouraged to do, if they need help the child minder is always close by to support them.

Care and Development

Good

The child minder has a clear understanding of how to keep children safe and healthy and enthusiastically promotes outdoor play and healthy lifestyles. Policies and procedures promote children's well-being appropriately. The child minder is up to date with training in health and safety, basic food hygiene and first aid. Child protection and safeguarding training has been completed to an advanced level. She attends refresher courses and has certificates of competence which meet the requirements of the revised National Minimum Standards (NMS). The child minder is fully aware of her safeguarding responsibilities and has previously worked in a daycare setting. There are suitable systems in place to record accidents, incidents, existing injuries, and the administration of medication if applicable. Parents are informed almost daily of their child's progress and day to day activities, via social media. The child minder uses a closed social media site and a messaging application which allows photos to be sent to individuals. Nappy changing procedures are satisfactory. The child minder prepares healthy and nutritious snacks and meals but does not have a set menu for the children. Parents are however informed daily of the foods their child has eaten.

The child minder has a lovely relationship with all children. She delivers warm and consistent nurturing care, responding kindly to a child who fell from a bike and to another wanting a cuddle. She understands children's individual needs and personalities and promotes positive behaviours and attitudes towards others. She encourages children to share nicely. The child minder told us she would distract children when their behaviour is not appropriate and would always explain things to them. The child minder has attended training to address and understand behaviours in the early years, which she confirmed helps her to further develop the strategies she uses.

The child minder provides exciting and stimulating play and learning opportunities which promote children's interests, and develop skills, learning and personal development. This is done through play as children are naturally curious. Some activities are planned, and adult led. For instance, she plans outings to places of interest and walks the children in the local environment. She meets up occasionally with other child minders and their minded children to allow the children to socialise with others of their own age. Interactions with others provides children with positive language modelling opportunities which help develop language and social skills. We heard basic Welsh language words and phrases being used. The child minder tracks children's progress in all developmental areas using photographs and observational comments which she shares with parents electronically using social media and mobile messaging applications.

Environment

Good

The child minder ensures her premises are child friendly, secure, safe and clean. The front door was locked when we arrived, our identification badges were requested. We signed a visitors' book. There is a dog on the premises which was in a garage when we arrived. The child minder told us the dog has its own toileting area and parents have given permission for their child to have contact with the dog. A cage is situated under the stairs for a pet cat, this was empty on the day we visited and there were no odours within the home. The rear garden has been developed considerably since the last inspection and is a strength of this setting. Risk assessments are in place for the premises, outings and the transportation of children in a car. There is an additional policy and procedure document for the use of the trampoline. There are several different areas in the garden, suitable risk assessments have been carried out and additional gates put in place to restrict access for very young children to the different areas. The child minder supervises children appropriately and identifies potential hazards when outdoors. There was a lid on the sandpit. The perimeter fencing was in good condition, as were gates, locks and fences used to split the areas. Fire drills are carried out regularly and consideration given to practising reverse evacuations i.e. getting children indoors quickly. The child minder has a bag containing first aid and essential items for babies stored outdoors.

The child minder provides a welcoming, child friendly environment. The rooms used are light, suitably decorated and airy with enough space for children to play freely. Children use the lounge and dining room mostly. A lot of time is spent outdoors where there is a play shed which is spacious and suitably furnished. Covered areas allow for outdoor play in wet weather. Various age – appropriate toys and resources are made available to the children and easily accessed as they are stored conveniently for children to reach. The child minder promotes caring for wildlife and includes the children in bird feeding, planting flowers, and maintaining a Bug Hotel. Large play equipment such as ride on toys, swings, a trampoline, football goal and climbing wall enable children to exercise and develop physically. Playhouses and sheds are used effectively for art and craft activities and role play. One shed is currently used as a 'home corner' with its own furniture and play kitchen equipment.

The child minder ensures equipment suits the children's age range. Children sit on suitable booster seats when at the table and safety gates are used to restrict access to the kitchen and stairs. Buggies and car seats have been bought to ensure children are transported safely when out walking and travelling in the seven-seater car. All equipment seen was clean and in a good condition. Appropriate consideration is given to ensuring resources promote the wider world as a diverse and multicultural society.

Leadership and Management

Good

This was the child minder's first inspection since the outbreak of the recent pandemic. She has continued to operate her setting well and kept in touch with CIW through monitoring

calls and using online facilities linked to her CIW online account. Prior to child minding she had worked in childcare settings. She has experience from raising her own children and attends training to develop her skills further. The setting's Statement of Purpose supports parents/carers in making an informed choice as to whether the setting suits their child's needs. Policies and procedures reflect the quality of the setting inspected; however, the Additional Learning Needs (ALN) policy does not refer to the ALN Act. The child minder is organised and maintains records which support and evidence the smooth running of her setting. She has completed contracts for current children and those expected to join her soon, along with registration forms which detail children's preferences and specific individual needs if applicable. Permission forms are relevant to the setting, and include activities carried out and pets on the premises. These have been agreed and signed by parents, ensuring both parties are aware of individual needs disclosed.

The child minder is aware of the need to monitor and review her setting annually and was in the process of reviewing policies and procedures on the day we visited. She has submitted self-evaluations in the past with a suitable quality of care report. The child minder is reflective of the day to day running of her setting as evidenced in her recent quality of care report. She records what works well and what improvements, if any, need to be made. There is a satisfactory complaints policy in place which has been adapted to encourage older children to raise their own concerns. No non-compliance has been identified previously at this setting.

The child minder is qualified to level 3 in a relevant childcare qualification, gained when working previously in a childcare setting, and currently when registered as a home-based care setting. Her current advanced safeguarding certificate is a level 3, evidencing her competence in identifying and managing safeguarding within her setting. She has a current Disclosure & Barring Service (DBS) certificate evidencing her suitability to work with children and has ensured those over 16 years of age and living at the premises have completed the same checks and are suitable too.

The child minder understands the importance of working in partnership with parents, carers, support agencies and professionals she chooses to work with. This ensures the child minder can give consistently good, relevant support to the children in her care that meets their individual needs effectively. She speaks confidently with parents when they drop off or collect their child to discuss their needs, activities during the day and to further promote good relationships. She shares information electronically and appropriately.

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

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 18 - Quality assurance	To ensure an action plan is created when completing a review of the quality of care at the setting.
Standard 12 - Food and drink	To ensure menus for meals and/or snacks are created in line with the Welsh Government's' Food and Nutrition guidance for childcare settings'

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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