



## Inspection Report

**Fern Richards**

**Bridgend**



**Date Inspection Completed**

09/09/2024

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## About the service

|   |   |
|---|---|
| Type of care provided                                 | Child Minder  |
| Registered places                                     | 9   |
| Language of the service                               | English   |
| Previous Care Inspectorate Wales inspection           | 6 December 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>               | Good |
| <u>Leadership and Management</u> | Good |

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

### **Summary**

Children are happy, settled and have good opportunities to make choices. They are confident and have strong relationships with one another and the child minder. Children follow their own interests and are developing their independence skills well.

The child minder implements her policies and procedures effectively. Children are safe, secure, and healthy. The child minder is very kind and caring, supporting children's needs successfully.

The child minder's home is a safe place for children. She provides a good range of resources and equipment. They have access to a variety of facilities and regularly visit local areas of interest.

The child minder runs her service well. She is very organised and has a sound understanding of the National Minimum Standards and regulations. She has responded positively to the inspection, implementing improvements within her setting promptly.

## Well-being

Good

Children have good opportunities to make choices and decisions about what activities and resources they want to play with. Children ask questions and know their voice is listened to, with engaging responses from the child minder. Children are happy to express themselves. For example, when choosing options at snack time, the child minder listens and provides what the children request.

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, with regular cuddles and comfort. They contently sit next to one another and the child minder and engage in play activities. Their needs are recognised and supported. For example, when needing the toilet, or when getting tired. Children are very familiar with the routines of the setting, such as at mealtimes, during activities and at rest times.

Children express enthusiasm and enjoyment. They smile, laugh, and interact well. Older children cooperate and share well. Younger children are learning to share with the support of the child minder. For example, whilst colouring, children share mark making resources. They successfully explore the environment and engage in a variety of play opportunities. Children confidently ask when they need support to complete a task. For example, whilst wrapping blankets around dolls before putting them for a 'nap'. Children enthusiastically engage in action songs and nursery rhymes such as 'twinkle, twinkle, little star' and 'A, B,C,D' with the child minder joining in.

Children are interested in their play and learning. They follow their own interests and engage in activities of their choice. We saw children freely access books and enjoy sharing them with others. Children confidently engage in role play 'at the shop' and concentrate with block play, building towers and balancing beams. Children are learning colours, numbers and letters throughout their play and interactions with the child minder. They access a range of opportunities at the child minders home and in the local area, which promote their all-round development.

Children are developing their skill and independence well. They join in when tidying up and follow instructions very well. Children feed themselves independently at mealtimes, competently using cutlery. Children are encouraged to dress themselves, taking their shoes and coats on and off. They access the bathroom with support of the child minder, if needed and independently wash their hands.

## Care and Development

Good

The child minder understands and implements suitable policies and procedures to promote safety for children. She holds current child protection, first aid and food hygiene certificates. The child minder is due to undertake level 3 safeguarding training soon. The child minder is aware of her responsibility to safeguard children and can explain how she would appropriately respond to safeguarding scenarios. Accident, incident and medication records are complete and signed by parents. The child minder has systems in place to meet allergy and dietary needs. Parents provide meals and snacks for children. There are effective cleaning and hygiene practices in place. The child minder and children regularly wash their hands, and the tables/ highchairs are sanitised. She follows her nappy changing procedures effectively.

The child minder understands her behaviour management policy and implements positive strategies successfully. She engages with children at their level, regularly sitting on the floor or on the sofa with them. She knows them very well and has a sound understanding of their needs. The child minder gives children cuddles and identifies when they are tired, promptly supporting them to settle and have a nap. The child minder recognises children's achievements and praises them. For example, when a young child confidently sings a song independently, she comments on how clever the child is. The child minder regularly offers encouragement and praise. We heard her say, "*Well done*", "*Da iawn - excellent*" and "*You are good girls tidying up!*". She interacts with warmth and kindness, with a calm and reassuring manner. She effectively develops and extends learning opportunities. For example, when looking at letters and colours with the building blocks. The child minder is a good role model, engaging and observing the children effectively at mealtimes, promoting an engaging social time.

The child minder is aware of children's individual development. There are basic development records in place which include regular reviews. The child minder completes daily diaries for younger children, providing key information to parents and an overview of their day. The child minder provides a range of learning activities. Supporting children's learning through play, songs, and rhymes, which encourages counting, colour, and shape recognition naturally. Most activities are child led with adult support. The child minder is aware of additional learning needs, with systems in place to monitor, support and signpost parents if needed. The child minder promotes diversity through the resources available. She includes basic Welsh language examples in her provision, such as using Welsh praise and colours with the children. The child minder confirmed they visit local parks, areas of interest and play groups, allowing children to engage with their wider community.

## Environment

Good

The child minder ensures the environment is suitably safe, secure, and well maintained. There is a secure front entrance, and she ensures all visitors sign in. The child minder has a range of written risk assessments, which are suitable, and regularly undergo updates and review. She undertakes visual checks and promotes safety messages to children. The child minder undertakes and records regular fire drills. More detail is included following her last inspection. The child minder ensures annual gas safety checks are in place. Cleaning routines reflect good hygiene practices. Overall, the home is organised and well maintained.

Children benefit from a dedicated, bright and child friendly playroom. They also access the downstairs toilet, kitchen/ diner and lounge area as needed. Outside, the large secure garden provides a variety of play opportunities, including a climbing frame, swings and ride on toys. This was not viewed in detail, as children did not access this area during our visit.

The playroom provides a calming environment for children. There are a variety of resources and equipment available at low level for children to access. Any stored out of reach are provided promptly by the child minder at children's request. There is an interesting range of suitable quality, developmentally appropriate play and learning resources. Including, puzzles, building blocks, role-play, relaxation areas, arts and crafts/mark making, and reading books. The child minder provides resources and learning opportunities which promote children's curiosity about wider society, celebrating equality and cultural awareness. There is suitable equipment for the ages of the children who access the service.

## Leadership and Management

Good

The child minder runs her setting well and complies with the National Minimum Standards and Regulations. She is very organised, ensuring accurate records are in place. Overall, registers with actual times of children's arrival and departure are maintained. Although, when children attend school there is no record of the times when they are away from the provision. Following the inspection visit the child minder confirmed times will be recorded and when household members are present whilst minding. All household members have up to date Disclosure and Barring Service (DBS) checks. Following the inspection visit, the child minder has ensured all household members have been added to her CIW portal. The child minder has an up-to-date Statement of Purpose and generally keeps CIW up to date with any changes at the setting.

The child minder ensures children's contracts are accurate and complete, including any consent forms necessary. Following the inspection visit, she has updated consent forms to include sleeping arrangements and information technology consent. The child minder has systems in place to review contracts and policies. Following the inspection visit, the child minder has updated her safeguarding and additional learning needs policy to reflect changes in legislation. The child minder has public liability insurance in place and is registered with the ICO (Information Commissioners Office).

The child minder reviews and evaluates her service well. She has a recent quality of care report, which includes parental and children's views. She identifies improvements required within the setting and implements this as part of her self-evaluation. The child minder keeps up to date with mandatory training and uses resources available to her through her memberships, undertaking additional training and accessing support from the local authority.

The child minder has links with the local school, playgroups, and other professionals. She promotes positive partnerships with parents. Keeping parents up to date, through private messages and verbal conversations at the start and end of the day. As part of the inspection, we have gained very positive feedback from parents, with many describing the service as "*Excellent*".



### 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.

### Area(s) for Improvement

| Regulation | Summary   | Status |
|------------|---|--------|
| N/A        | No non-compliance of this type was identified at this | N/A    |

|  |            |  |
|--|------------|--|
|  | inspection |  |
|--|------------|--|

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 registers are always clear, including clear times of children in your care and if any household members are present whilst minding. |

| 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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