



## Inspection Report

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**Date Inspection Completed**

25/06/2024

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	09 May 2024
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><a href="#">Well-being</a></u>	<b>Adequate</b>
<u><a href="#">Care and Development</a></u>	<b>Adequate</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

### **Summary**

Children are settled, happy, and comfortable in the care of the child minder. They have suitable opportunities to make choices and decisions about what affects them. Children interact well with each other and the child minder and have opportunities to develop their social and independence skills.

The child minder has a suitable understanding of her responsibilities to protect children and report concerns. She maintains her record keeping to a suitable standard. She praises children for their efforts and uses positive reinforcement regularly. The child minder provides children with suitable play and learning opportunities.

The child minder has made significant improvements to the environment and has systems in place to monitor and keep the environment safe and secure. The facilities and resources are clean and appropriately maintained and meet the needs of children currently being cared for. The child minder ensures children have access to a good range of equipment, toys and play materials, both within the playroom and outside.

Overall, the child minder manages the service appropriately, although there are several improvements required in relation to keeping policies updated to ensure they reflect current practice. Regulatory matters raised at the previous inspection have been satisfactorily addressed.

## Well-being

## Adequate

Children make choices and enjoy the time they spend at the child minder's home. They are confident to speak up and make their needs and wishes known. They have opportunities to follow their play interests and to make decisions and choices about what they like to do. For example, they choose books to read and happily settle next to the child minder to listen to her read.

Children are happy, well settled and are clearly at ease with the child minder. They chat happily to the child minder and other children as they arrive back from being collected from school. They know they are listened to, which helps them to feel comfortable and secure. Children are settled and relaxed and develop friendships with the other children. They play happily together and give one another spontaneous hugs and help one another with tasks, for example, one child bought a banana to their friend for snack.

Children are learning to manage their own behaviour and to interact positively with each other, in line with their ages and stages of development. The children quickly settle to play and benefit from the outdoor play opportunities in the garden. They respond well to the child minder's instructions and are calm and contented.

Children are interested in their play and enjoy a good range of activities. Young children move freely around their play space, interacting with the toys available, choosing their favourite action figures to play with. When they are ready, they go outside and climb on the climbing frame and later enjoy sitting in the boat with their friends, pretending to steer it. They clearly feel happy and enjoy the choice of resources. For example, when asking for a story, each child chooses a favourite book. Older children clearly love reading and enthusiastically take the opportunity to read for themselves.

Children are developing good independence skills. They competently feed themselves their snack, peeling their bananas and putting the peel in the waste bin. They tell the child minder if they want to use the toilet and are able to attend to their needs independently, knowing they can ask for help if they need it.

## Care and Development

**Adequate**

The child minder implements suitable procedures to keep children safe and healthy. She is able to identify children at risk and understands how to follow safeguarding procedures appropriately and how to make a referral if required. She has undergone recent safeguarding training as required. The child minder does not provide meals as parents provide a packed lunch for children. She has undertaken Food Hygiene training and provides healthy snacks to children and ensures they have easy access to water to remain hydrated. She ensures all children wear hats to protect them from the sun when playing outside. The child minder maintains paediatric first aid training so that she can meet children's needs. Whilst she gathers information about children's allergies when parents complete contracts, she did not have a policy outlining procedures should any children have allergies or intolerances. This was corrected and the child minder provided Care Inspectorate Wales (CIW) with an Allergy policy soon after the inspection. The child minder's accident, incident and medication records show that they are completed when needed. She could not evidence that fire drills had been practiced with children but submitted records after the inspection to acknowledge that these procedures are now being implemented and recorded as required.

The child minder treats children warmly, with dignity and respect. She sets realistic boundaries and uses a consistent approach to managing behaviour. For example, she does not use time out as she understands that young children do not benefit from this approach. The child minder takes account of the children's age and understanding and supports her practice with a clear Behaviour Management policy. She speaks with the children in a consistently calm and reassuring manner, which puts them at ease. As a result, children understand what is expected of them, behave appropriately and are kind and patient with their friends.

The child minder supports children's learning and development through her interactions and the activities she provides. For example, discussing and answering questions as they sit and look at books together. The child minder provides a child led, play based environment, and plans some activities, for example, trips to a local park. The child minder has a policy in place reflecting the new Additional Needs Code of Practice for Additional Learning Needs (ALN) children to support her should she care for any children with identified or emerging ALN. The child minder does not keep a record of children's development as all children are of school age. However, she has identified a system to observe and record younger children's development should she care for very young children. We did not hear any Welsh language used during the inspection or see the inclusion of diverse cultures, although these resources are available.

## Environment

**Adequate**

The child minder has made significant improvements to the environment and has systems to monitor and maintain a clean and safe setting. The front door is locked to restrict entry to the premises, and a record is maintained of visitors. The child minder carries out daily checks, which she records and has updated risk assessments for the inside and outside play spaces. She maintains relevant insurances and an annual gas safety certificate for her home. She has updated her first aid box to ensure she has appropriate resources to deal with minor accidents. She is aware of the need to maintain confidentiality and is registered with the Information Commissioner's Office (ICO). The child minder correctly records registers with the times that children arrive and leave the setting.

The facilities and equipment provided meet the children's needs. The home is appropriately maintained, and children benefit from a dedicated playroom with direct access to a toilet and an outside play space which promotes independence and freedom of choice. The playroom is child-friendly, with some posters and children's work displayed. The way in which resources are stored means children can easily access many of them independently. A book storage unit has a good range of books that children were seen accessing and enjoying choosing their favourite stories. There is a sofa so that children can relax after school and a small table for table-top activities. Outside there is a good range of sensory resources, including sand and water play and a mud kitchen. There is also a small climbing frame and slide which children really enjoy and which will help promote their gross motor skills.

Children have access to toys and equipment that are appropriate and suitable to their needs. The resources at the setting cover a wide range of play opportunities for the ages of children attending and are of suitable quality. The child minder has implemented systems to review and monitor the quality and quantity of the resources at her service to ensure they meet the needs of the children attending.

## Leadership and Management

Adequate

The child minder is motivated and committed to improving her management skills, so that she consistently meets the regulations and national minimum standards. She has satisfactorily addressed the Priority Action Notice (PAN) and Areas for Improvement (AFI) highlighted at the previous inspection. She has a statement of purpose that outlines what the setting provides, allowing parents to make an informed choice about the suitability for their child. She maintains suitable daily records and has a number of policies and procedures to operate the service to a satisfactory level, some of which require updating to reflect current practice as some still refer to how she would operate during covid.

There is a system in place to support the child minder undertake formal self-evaluation and demonstrates that the child minder consults with parents and children. However, there had been a delay in gathering this information into a report, which should be completed annually. The child minder completed this soon after inspection and submitted the report to CIW. She has not always been successful in identifying improvements that are necessary to keep her setting up to date with current information and legislation. She has updated several policies during this inspection.

The child minder does not employ an assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. Procedures are in place to ensure the child minder is suitable to care for children. All mandatory training such as paediatric first aid, child protection and food hygiene is regularly updated. The child minder shows a commitment to her continuing professional development by undertaking some additional training courses to further improve her understanding of childcare and related matters. She maintains Disclosure and Barring Service (DBS) checks for herself and relevant household members. There are contingency plans in place to deal with emergencies and nominated people who the child minder can call upon in an emergency.

Parents have information they need to make an informed choice about using this setting. She invites parents to visit the setting prior to their child starting. Together they complete child record forms to ensure the child minder has the information necessary to meet children's needs. Copies of all policies are available to parents. The child minder keeps all parents informed via some electronic information but mostly by providing verbal information.



### 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
25	The Registered Person must ensure that unnecessary risks to the health and safety of children are identified and as far as possible eliminated.	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. 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
N/A	No non-compliance of this type was identified at this inspection	N/A
28	The registered person must ensure all staff suitability checks are undertaken and files contain relevant information.	Achieved
30	The registered person must ensure that evidence of children's attendance and those looking after children is recorded correctly at all times.	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	Ensure there are effective systems and processes used for continuous monitoring, reviewing, and improving the quality of all aspects of the service provided and that a quality of care report is completed annually.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure that all policies and procedures are reviewed regularly to ensure they correspond with current working practices and that the date of review is recorded.
Promote the use of the Welsh language through incorporating incidental Welsh during play.
Promote equality of opportunity and anti-discriminatory practice by exploring diverse cultures during children's everyday 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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