



Inspection Report

Molly Cook

Caerphilly



Date Inspection Completed

14/10/2024

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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	[Manual Insert] This is the first inspection of the service since registration.
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Good

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

Summary

Children thrive and are at the centre of the service. Play is child led, meaningful and promotes children's curiosity, learning and all round development. Children develop confidence through kind and caring interactions with the child minder and other children. They are motivated and excited by the play opportunities available to them. These experiences encourage them to try new experiences supporting their independence and personal development.

The child minder is extremely motivated and promotes children's learning and development very well. She encourages and models positive behaviour in a caring and consistent manner so that children are clear about appropriate behaviour and develop good social skills. She knows the children's individual needs and follows their interests when planning activities.

The child minder has very good systems in place to risk assess the environment and keep children safe and healthy. The home is very well maintained, all safety checks are in place and children have easy access to a wide range of stimulating play resources.

The child minder operates a well organised service. She has a very clear understanding of her responsibilities and operates her service smoothly, striving to continually improve outcomes for children and their families.

Well-being**Excellent**

Children have lots of opportunities to express themselves and make effective choices. Nearly all activities are child led and children are highly engaged and motivated in their play.

Children new to the service are given the care they need so that they feel safe and secure. Other children are eager to play with friends. They laugh, chatter and show confidence when approaching the child minder, inviting her into their play. They develop good social skills and are encouraged to be curious. Children's work is on display which they celebrate and take pride in. For example, children took delight in showing us the handprint spiders they had made, proudly pointing out which print was theirs amongst the artworks.

Children quickly learn the daily routines and expectations of behaviour helping them to keep safe and build warm and stable relationships. Children share resources and show kindness with very few prompts from the child minder. They follow instructions readily such as holding onto straps of the pushchair during outings, helping to tidy up before lunch and show very good levels of engagement during activities. Children show consideration to their friends expressing their friendship through hugs and smiles. They check how their friends and the child minder are feeling, practising the discussions about emotions and feelings they had spoken about during circle time.

Children participate enthusiastically in their play and learning. They move around play areas freely and are excited about their play experiences. For example, they chose to go on a walk and gleefully splashed in muddy puddles and pointed out sheep on a nearby hillside. One child expressed how much they love circle time, and all children animatedly performed the actions to a song, hopping like a bunny with a toy rabbit.

Children have lots of opportunities to build their independence skills. Children attempt to wash and dry their hands with minimal help and are encouraged to learn how to use the toilet independently. At mealtimes they choose what they wish to eat. They make their own chicken wraps at lunchtime and peel their own bananas at snack-time. When preparing to go for a walk they know where to collect their wetsuits and wellies from and make good efforts in trying to put them on. Upon returning they place the outdoor clothes into their boxes and independently put on their slippers. Decision making is encouraged by the child minder, and children have easy access to the resources so that they can make their own choices of how to play.

Care and Development**Excellent**

The child minder keeps up to date with her training to ensure she delivers care in line with current childcare practices and legislation. She has clear procedures in place which she implements effectively to keep children safe and healthy. She has a good understanding of child protection issues and is clear about her responsibility in reporting any child protection concerns to her local authority. Accident, incident and medication records are completed and shared with parents to ensure children's health needs are being properly managed. The child minder has a paediatric first aid certificate and is confident to deal with minor first aid situations. The child minder encourages children to develop an understanding of healthy lifestyle choices by supporting them to eat healthily, be physically active, practice good hygiene and have safety awareness.

The child minder acts as a very good role model and nurtures warm, positive relationships with the children. She is consistent in giving children lots of praise and acknowledging their efforts. For example, the child minder quickly noticed and praised children's efforts, such as *"Good girl, X you put your slippers on all on your own!"* When supporting healthy habits, she said *"Well done, all the germs have gone!"* after a child successfully washed their own hands and *"Good job, Is it yummy? You have to keep trying and maybe you'll like them one day"* responding to a child trying to overcome their distaste for bananas. She encourages children to develop good manners gently reminding them if they forget to say 'please' or 'thank you'. She has reward strategies in place such as a sticker chart filled in by the children themselves to acknowledge good deeds and good behaviours.

The child minder creates a fun and stimulating environment to support children's play and learning. She takes lots of pictures to record what children are doing and achieving, and she knows children and understands their individual needs very well. She plans exciting and relevant activities that are led by children's current interests as she understands that this helps children to focus and engage in learning. Children's play and learning needs are clearly met in a fun and dynamic manner. The child minder records her observations and identifies children's next steps. We heard her encourage lots of incidental Welsh and meaningfully use resources to begin to explore and learn about living within a multicultural society.

Environment**Excellent**

The child minder ensures that children are cared for in a safe, secure and clean environment. The home is exceptionally well maintained with all required safety checks in place. She has a secure entry system to the premises and records all visitors. The child minder has comprehensive risk assessments in place for the environment and outings and monitors and reviews these very effectively. The child minder records all fire drills which are frequently practised with children, and she undertakes regular checks of smoke/fire alarms. Children are supervised very well and there is sufficient space and suitable facilities to meet the needs of children. Play areas inside and outside are welcoming and provide stimulating opportunities to extend children's play and learning.

The child minder has created a rich learning environment to meet children's needs. She ensures that children have access to a very good variety of resources that are suitable for their needs and will extend their learning and development. Toys are stored in a way that allows them to choose them independently. Children have resources such as books and dolls that reflect a multicultural and all-inclusive society. They have access to a safe garden with a raised bed where they have planted flowers and herbs, a mud kitchen with appropriate utensils to encourage their imaginations and small bug hotels made by the children. These resources encourage children to interact and explore the natural world around them. There are toileting facilities easily accessible to children which supports their independence and a couch for children to rest and relax. Sleeping babies rest in their pushchairs in a separate quiet room. The child minder uses a baby monitor and completes sleep checks every ten minutes to ensure children's safety and comfort.

The child minder monitors the resources, equipment and overall environment to ensure it is age-appropriate, promotes children's independence and ensures that all children are comfortable when playing. Resources and equipment are well maintained and of very good quality with lots of wooden toys, sensory, musical and natural materials. The child minder consults with children, parents and other professionals to continually develop her service and ensure that resources are meeting children's needs. She plans for future developments and consults with children when considering extending children's play and learning opportunities. Her recent evaluation of the service identifies they will visit more parks and soft play venues in order to strengthen children's physical development by accessing big climbing equipment.

Leadership and Management

Good

The child minder has a clear vision to continually develop her service. She is a member of an umbrella organisation for professional help and guidance. She is extremely motivated and committed to managing her service so that it operates very effectively, with high standards of safe and nurturing care provided to the children. She aims for children to be happy and learn within a relaxed, fun and welcoming environment. She is well organised, and record keeping is of a good standard. Policies and procedures have been dated to demonstrate that they are formally reviewed regularly. We discussed some minor additions to some of the policies with the child minder. The Statement of Purpose gives an accurate picture of the service and assists parents in gaining a clear understanding of the care provided prior to their child upon starting. Children's contracts are in place, signed by parents and provide clarity about agreed expectations. Children's registers are accurately completed and demonstrate that the child minder keeps well within her registered numbers of children she cares for.

The child minder consults with parents and children for their feedback into her annual quality review of her service. These consultations are meaningful and lead to improvements to her service. She monitors daily records to ensure any emerging issues can be addressed without delay.

The child minder ensures that all required training is completed to underpin her working knowledge and practices. Disclosure and Barring Service checks have been completed for all those people over the age of 16 years living in her home.

The child minder understands the importance of building good relationships with parents and professionals to improve the quality of provision and outcomes for children. The child minder has submitted notifications to Care Inspectorate Wales (CIW) as needed. Parents feedback within the quality of care report was very positive stating they appreciate how welcome and safe their child is made to feel. They also commented that their child loves the weekly trips to different play groups and making new friends and indicated very positive opinions about the service as a whole. The child minder keeps parents and carers informed about what their children are learning and how well they are progressing through a communication application, informal updates and daily record sheets for children aged under two years.

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

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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)
	No NMS Recommendations were identified at this inspection

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)
Update the 'Complaints' policy so that it outlines specific procedures for children aged over eight years old and when reviewing the 'Safeguarding' and 'Additional Learning Needs' policies ensure that they reference most recent legislation.

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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