



## Inspection Report

**Kayley Ireland**

**Pontypridd**



**Date Inspection Completed**

19/08/2024

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## About the service

Type of care provided.	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	This was the first inspection since registration.
Is this a Flying Start service?	Yes
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>Poor</b>

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

### **Summary**

Children are generally happy and settled in the child minder's home. They form warm relationships with the child minder, which helps them feel safe and valued. Children can make some choices about how they spend their time, and are confident in their environment. Children enjoy themselves as they play and learn.

In the main, the child minder provides appropriate care and supervision to children. She has a suitable understanding of her responsibility to keep children safe and has procedures in place to support this. The child minder provides a range of activities that support children to meet their developmental milestones.

The child minder's home provides sufficient space for children to play in comfort. The space is safe, welcoming and suitably maintained. Children benefit from a good range of easily accessible resources to promote play.

Leadership and management of the setting needs improvement because the child minder does not consistently meet all regulations or the national minimum standards (NMS). She has not updated policies and procedures to reflect changes to the setting and legislation. The child minder does not have a robust system to monitor the quality of service she provides. She does not maintain all required records effectively. The child minder has made some improvements following the inspection and is committed to making further developing her understanding of the regulations and NMS.

## Well-being

## Adequate

Children are confident to speak up and make their needs and wishes known. They can make decisions about some aspects of their day. For example, children have free access to toys and resources in the lounge and ask for specific toys to play with if they are not out. One child asked for the dinosaur figures as they knew they were in a tub and then played happily with them. Children are confident to make choices when asked which book they would like and confidently negotiate which one they want the child minder to read first.

Children are settled and enjoy their time at the setting. They have a positive relationship with the child minder. For example, they are confident to approach the child minder for support with a game they want to play and go to her for comfort if they are upset. They eagerly asked her to roll a worm with the playdough and asked for help with the magnetic sticks, then pleased as they compare the finished product.

In the main, children interact well with each other. They generally enjoy playing alongside each other and are at varying stages of learning to share and respect others. Children respond appropriately to the child minder's guidance and support when they need time away from each other. Most children are starting to understand the impact of their behaviour and how it affects others. For example, they say sorry if they knock over another child's blocks or give other children unwanted attention.

Children enjoy their play and learning. They engage in activities and concentrate for an appropriate length of time. For example, they chose from a selection of musical instruments and played along to the music together. Occasionally, some children become frustrated as their play is interrupted by others, such as other children taking their toy off them. Children readily join in with singing during 'circle time' and move energetically during action songs. Children enthusiastically call out colours, numbers, and shapes on flashcards. They speak knowledgeably about the weather and repeat Welsh words alongside the English.

Children are familiar with routines and show a good level of independence. For example, they know where to keep their belongings and what toys they are allowed to access independently. They sit and eat at the table, chatting with each other and the child minder. They are confident to ask to use the toilet and are supported to use the facilities with various degrees of supervision.

## Care and Development

Adequate

The child minder has a suitable understanding of how to keep children safe and healthy. She spoke about the procedures she implements to provide appropriate care and there are some policies in place to show how she does this. The child minder is confident about how to make a safeguarding referral appropriately if she has any concerns about children she cares for and there is a safeguarding policy in place. However, the policy is not clear as there are different versions. The child minder encourages children to eat healthily by providing nutritious food. She supports them to be physically active by making beneficial use of nearby parks, as she does not currently use the rear garden.

The child minder knows children's personalities and developmental needs well and this supports her to manage behaviour satisfactorily. She uses positive strategies to promote good behaviour and children generally respond positively to requests to be kind and to share resources. For much of the time she successfully distracts children's unwanted behaviour and supports children to re-engage in an activity. However, on occasions, low level incidents of negative behaviour cause some children to be upset and this takes time for the child minder to support and reassure them. The child minder regularly celebrates children's achievements. For example, she enthusiastically praises children for answering questions or trying hard such as during 'circle time.' She supported them to take part in a 'concert', providing opportunities for them to sing and they all applauded loudly, boosting children's confidence and self-esteem.

The child minder has a good understanding of her role in helping children develop. She has developed warm relationships with the children and is responsive and sensitive to their needs. The child minder organises activities suitable for the children attending, but very occasionally, it is challenging to effectively meet the requests and demands of all the children. For example, children needing to access the toilet at different times and older children requiring attention to set up their play. The child minder said they usually make good use of the local area, such as going to parks and playgroups. The child minder uses a good amount of Welsh with the children. For example, they name colours, numbers and shapes in English followed by Welsh. She uses simple words to praise and direct them such as 'da iawn' (well done).

**Environment****Adequate**

The child minder has procedures in place to keep the home secure, and ensure that no unauthorised access is allowed. She maintains the premises appropriately, including ensuring the gas appliances are serviced annually. The child minder has developed some useful risk assessments that identify risks at the premises and for some activities. She speaks confidently about how she keeps children safe when off the premises, but there is no written evidence of how she conducts the school run or uses the car to transport children safely. The child minder has an emergency evacuation procedure and fire drills are practiced regularly and dates are recorded in a diary. She does not keep clear records of how successful the evacuation was, persons present or whether any action is required.

The child minder's home is warm, comfortable, and welcoming. She uses the downstairs areas and children have access to the upstairs toilet with supervision. Although she has limited space, she has developed her lounge into a playroom for children, and there is comfortable furniture for children to relax. She uses the dining table in the kitchen for children to sit at mealtimes and has a variety of seats to support children of all ages to eat together. The child minder provides a low table and chairs in the lounge for children have snacks and use for messy play. The child minder does not currently use the rear garden but has done work on the lower tier of the garden to make it suitable for use as soon as possible. This will further expand the facilities made available.

The child minder ensures that the children have access to a large variety of good quality play and learning resources. For example, dolls, construction sets, arts and craft and animals for small world play. She keeps many books and toys at low level and children access these independently. The child minder keeps other resources in a storage unit and rotates them to provide for the interests of different aged children that attend the setting. She has resources that reflect a diverse society and support children to learn about the Welsh language and culture.

## Leadership and Management

Poor

The child minder provides a valuable service to the families of the children she cares for. She operates her service mostly in line with the regulations and NMS, but there are areas where she needs to strengthen her understanding and practice. The child minder has policies in place that are mostly appropriate, although some require review and updating to bring them in line with current guidance. The child minder has failed to maintain all necessary records, as prescribed by the regulations. Namely, she has not maintained a clear record of the children who she has cared for and the times they have been present. Additionally, it was evident that she had not cared for the number of children in line with her Statement of Purpose and regulations. This is a matter of non-compliance and we have issued a Priority Action Notice in respect of this. The child minder maintains children's individual contracts well and seeks out information from parents to provide appropriate care for children. However, she had not received key agreements from parents for matters such as permission to seek emergency medical treatment or to be transported in a vehicle. The child minder obtained this information promptly, therefore no further action is required.

The child minder has not established a robust system to carry out a self-evaluation of her service. She seeks the views of parents by providing a questionnaire and speaks to children regularly about what they want to do or what toys they like. She acts on the feedback she receives. However, she does not actively seek out information to keep herself updated with changes within the childcare sector, for example changes to legislation that govern the service she provides. The child minder has not kept her knowledge updated about the regulations and NMS, and therefore there are areas that she has not met sufficiently. As she has not carried out an annual review of her setting, this is an area for improvement, and we expect the provider to take action and review her setting on an annual basis.

The child minder is appropriately qualified and has undertaken training in safeguarding and paediatric first aid. The child minder has not updated her disclosure and barring certificate (DBS) within three years as required by the regulations. This is a matter of non-compliance with the regulations. We have not issued a Priority Action Notice on this occasion as, at the time of the inspection, she had applied to CIW to update the DBS certificate. We have noted this matter as an area for improvement.

The child minder understands the importance of working in partnership with parents to ensure children receive support to meet their individual needs. For example, she considers individual care plans and monitors children's development. She communicates with parents daily either by written records, via a private messaging app or verbally at handover. She provides places for children through the Flying Start scheme and works with the local authority to do this. The child minder has links with other child minders in the area and they meet regularly.



### 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
15	The child minder must provide care in line with her statement of purpose. The child minder must only provide care for the numbers and ages of children stated in her statement of purpose and on her registration certificate.	New

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
30	The child minder must keep records of children cared for at the premises and the times they were present.	New
16	The child minder must carry out a review of their service on an annual basis.	New
6	The child minder must contact CIW to update them once her advanced Disclosure and Barring Service (DBS) certificate has been reissued. She must ensure that she and all house hold members over the age of 16 years, maintain a DBS that is less than three years old.	New

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)
Review policies and procedures to reflect changes to legislation. These should include the Child Protection and Additional Learning Needs Policies.
Expand written risk assessments to include matters such as the school run, use of the car and use of the upstairs bathroom.
Consider if the setting is required to be registered with the Information Commissioner's Office.
Review documentation to ensure matters such as fire drills and incidents such as biting are clearly recorded.
Review the complaint procedure to accurately state CIW's role in the concerns process.

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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