



Inspection Report

Catrin Owen

Caernarfon



Date Inspection Completed

17/06/2024

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English and Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection since registering with CIW
Is this a Flying Start service?	No
Does this service promote the Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<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 and comfortable in the care of the child minder and her assistant. Children are given regular and effective opportunities to make choices about which resources to use and what activities they wish to participate in. All children have strong and worthwhile bonds with the child minder and her assistant, and they always respond positively to their feelings.

The child minder and her assistant are experienced, and they have completed appropriate training. They have a consistent knowledge and understanding of the processes for keeping children in their care safe and the importance of this. The child minders manage nearly all interactions between children effectively. She provides worthwhile activities for children both indoors and outdoors. The child minder promotes children's health and well-being in a positive manner.

The child minder has thorough and strong systems in place to ensure the environment is safe for children. These include effective risk assessments which are updated regularly. She reviews and updates her regulatory policies, developing new ones as and when required. Children have access to a range of resources and equipment which are appropriate for their age.

The child minder manages her setting skilfully and successfully. She maintains and updates records effectively. The child minder reviews her service regularly by discussing with children and their parents. She recognises ways of improving the setting to create better outcomes for children. There are strong and successful partnerships with parents.

Children are happy and relaxed at the setting. They clearly feel comfortable and safe with the child minder. For example, children are happy to chat with the child minder and express their ideas about shapes to cut out, which resources to use and when they want a snack. Within the relaxed atmosphere that is provided, children have positive relationships, and they are eager to share their activities with others. For example, they worked together to build a train track and played with the toy cars together. They know what to expect of their time at the child minder's home. Routine is important for the children, such as snack time or when they want a nap.

Children express themselves and request resources confidently as they know the child minder will respond positively. For example, they are encouraged to choose what they would like to do next as well as saying when they need their nappy changed. Children also let the child minder know when they would like a snack. All interactions between the children and the child minder are strong and worthwhile. Children take turns and share resources during activities. The child minder participates in activities and sits with the children at their level, asking relevant questions and suggesting ideas. Children respond consistently to questions. For example, when counting to five and naming animals in pictures.

Children listen and play happily with each other, sharing various resources and following the child minder's instructions and requests. Children enjoy the activities on offer. For example, they spoke about the different animals in the books and what shapes to cut out. In the outdoor area, they are encouraged to use all resources, such as the mud kitchen, the bikes, and the balls. They are eager to share their achievements with the child minder who praises them consistently. Children were free to use the resources in the playroom. They persevere to complete activities for an appropriate period of time for their age and develop their own play and imagination. Children's use of the outdoor area promotes their physical well-being, including using bikes, trikes, and a climbing frame.

Children have access to the toilet, and they are encouraged to wash their hands after activities. Children are encouraged to be independent by choosing which resources to use. However, there are opportunities during lunch time to encourage children to be more independent and feed themselves. They are fully aware of where resources are stored and ask for items confidently if they are not within their reach.

The child minder and her assistant have a good understanding of child safeguarding procedures as well as how to keep children safe. When discussing the procedures she would follow if she had concerns about a child in her care, the child minder was clear as to who she should contact. Her policy states clearly how to identify the signs and symptoms of abuse, and procedures to follow when a concern or allegation is expressed against herself. The child minder's procedures to ensure children's safety are comprehensive, and there are effective hygiene measures in place. For example, they ensure children wash their hands before they have snacks and after using the toilet. They follow their policies and procedures in relation to nappy changing and infection control. For example, an appropriate changing mat is used, and nappies are disposed of. The child minder makes full use of Personal Protective Equipment when changing nappies and washes her hands appropriately. The child minder and her assistant have completed mandatory first aid training, enabling them to deal with accidents effectively. They complete accident and incident records accurately and they are all signed by parents and carers to show evidence that they have been informed and that they have acknowledged them.

The child minder provides a calm and caring atmosphere for the children in her care. She participates in conversations and discussions with the children regularly. For example, "Wyt ti eisiau troi'r dudalen?" (*Do you want to turn the page?*) "Be sydd gyda ni fan hyn?" (*What do we have here?*) "Eliffant." (*Elephant*). "Da iawn ti." (*Well done*). Behaviour is important and she reinforces this in a relaxed way with children consistently. The child minder follows her behaviour management policy consistently to support the children. For example, reminding children not to sit on the low windowsill. Another example is when a child was playing with the safety gate – "Paid â chau'r giât neu bydd anti Cats yn sownd yn y gegin." (*Don't close the gate or Auntie Cats will be stuck in the kitchen*). However, appropriate behaviour needs to be ensured during mealtimes, ensuring that children sit on furniture and are encouraged to be independent.

The child minder gives parents feedback through daily discussions and individual messages on an appropriate app. The child minder plans activities for children based on their interests and ideas. For example, they enjoy experimenting with a tower or talking about worms, so they went looking for them in the outdoor area. The child minder tracks children's progress and development through observations. For example, observations included likes, interests, skills to develop and difficulties. She records children's development based on the development pathway and records achievements on a WAW page. She supports children with additional learning needs (ALN) in a sensitive and responsive manner and works closely with parents and relevant agencies to create better experiences for all children.

The child minder ensures that the environment is warm and welcoming and provides a beneficial and valuable environment for children to play and learn. The environment is safe and secure, and doors are locked while children are in attendance. Risk assessments are completed which briefly outline the steps to take to reduce or prevent risks to children. They ensure children are supervised well. The child minder conducts regular fire drills to ensure that children know how to evacuate the property safely in the event of an emergency. There are effective records of these fire drills, including dates, the time taken to leave the property and the names of children in attendance. On the day of our inspection, the play areas needed to be cleaned. Since our inspection, the child minder has provided satisfactory evidence to demonstrate how she has dealt with this matter. The playrooms used are comfortable and allow children to make full use of them.

The indoor area and the purpose-built room on the grounds of the setting provide appropriate opportunities to support children's curiosity. They also provide opportunities for children to learn through role-play, building activities and arts and crafts. The additional room is large and purposeful. Children have easy access to a good selection of toys, resources, and role-playing equipment. Under the guidance of the child minder, children have access to the outdoor area and resources are stored appropriately. Resources are available when children spend time outdoors. The outdoor area is enclosed by fences and the child minder ensures that appropriate measures are in place to keep this area secure. Children have access to various resources such as bikes and trucks, a sand box and suitable furniture. The child minder follows her own Pet Policy which states that dogs will be kept in an area away from the children. During the inspection, the dogs were in their own area and children could not access them. The child minder has arrangements for children to sleep in the downstairs area when needed and she checks on them regularly.

The child minder provides a varied selection of clean resources and ensures that they are well-maintained. These include wooden building blocks, musical instruments, large toys and arts and crafts resources. The range of resources offered to children is good and appropriate for the children in her care. The child minder ensures that children can access them effectively. Resources are stimulating, age-appropriate and meet the children's needs effectively. We saw children access the majority of these independently and ask for those that are stored out of their reach. There were some resources that reflect our diverse society and ones that promote Welsh language and culture. These include books and dolls.

The child minder is organised and provides a successful and valuable service. She responds positively to suggestions on how to improve the service. The child minder creates a calm and positive atmosphere in the setting. She maintains and shares an up-to-date and consistent statement of purpose that reflects the service provided and includes the necessary information. The child minder has comprehensive policies. She maintains the required records effectively, including registers and accident forms. The child minder has up to date car documents and is registered with the Information Commissioners Office (ICO).

The child minder reviews her service regularly. As part of her review, she asks for feedback from parents and children. The information collected helps her evaluate her service, providing an opportunity to highlight strengths and consider possible areas for development. She ensures that all necessary employment information is collected appropriately, including Disclosure and Barring Service (DBS) checks. The child minder has a clear understanding of the importance of regular training and continuing her professional development. She completes all mandatory training and seeks further development opportunities for her assistant through appraisals and supervision. All members of the household have a current DBS check, and there is a system in place to undertake regular checks. The child minder engages successfully with Care Inspectorate Wales (CIW) and other organisations when necessary.

The child minder ensures that communication with all parents and carers is effective and worthwhile. She has all the relevant contracts and permissions and keeps all the relevant information to meet children's individual needs. The child minder gives parents the latest information through verbal communication and daily messages on a purposeful app. Parents and carers are very happy and positive about the setting. They told us, 'Mae'r lleoliad yn un hapus ac fel ail gartref' (*The setting is happy and is like a second home*), 'Mae ethos Gymraeg yno ac mae pob dogfen ar gael yn ddwyieithog' (*It has a Welsh ethos and all documents are available bilingually*), and 'Mae'n braf gweld ar yr app be mae'r plant wedi bod yn ei wneud yn ystod y dydd' (*It's nice to see on the app what the children have been doing during the day*). The child minder has good links with parents, and she consistently responds positively to information and advice she is given to improve children's well-being and to identify their needs. Should any concerns arise about a child's progress or development, she ensures that there are clear procedures in place for sharing information and providing support. There are good links between the child minder and the local school, and she collects children from the school at the end of the morning session. This enables the child minder to develop and maintain links with teachers in order to assist children as they transition from one setting to the next.

Summary of non-compliance

Status	What each one 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. 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
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N/A	No non-compliance of this type was identified at this inspection.	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 will highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will consider them at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 7 - Opportunities for play and learning	Ensure the children have opportunities to develop their independence at snack time
Standard 12 - Food and drink	Ensure that snack times are arranged to provide sociable opportunities for children.

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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