



## Inspection Report

**Stacey Cronshaw**

**Mold**



**Date Inspection Completed**

17/04/2024

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## About the service

Type of care provided	Child Minder
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
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>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</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**

Most children are happy and relaxed. They are confident to make choices and decisions about their play and learning. Children are familiar with the routine which helps them feel comfortable and secure. They have developed positive relationships with the child minder, the other registered child minder, the assistants, and each other. They thoroughly enjoy the activities on offer and are developing a good range of skills and increasing their independence.

The child minder and the assistants follow appropriate policies and procedures which encourage healthy lifestyles and effectively promote children's safety and well-being. Overall, appropriate hygiene practices are followed and children's interactions are managed well. The child minder and the assistants are kind and nurturing. They respond well to children's individual needs and provide some opportunities to hear the Welsh language.

The child minder has appropriate measures in place to ensure the environment is safe, secure and welcoming. She provides a home from home environment with outdoor play being given a high priority, in all weathers. There are a range of suitable resources available which build on children's first-hand experiences and natural curiosity. Cultural awareness is developed through multicultural books and resources, and the child minder arranges for the children to celebrate a few cultural events throughout the year.

The child minder is experienced and is continuing to develop her knowledge and understanding of the regulations and National Minimum Standards. She is reflective, takes advice on board and makes improvements. There are some areas for improvement that have been identified at this inspection, which the child minder acknowledges and tells us she plans to address promptly. The child minder works well with others and has developed positive partnerships with parents.

Most children are confident and express themselves well. They make choices and decisions about their play and learning, and their feelings are valued. For example, a child asked to paint a picture rather than play outside and this was made available. When eating, if children want a second helping, more is provided and when children are full this is respected. Children move freely, choosing where and what they want to play with and when they ask for help, their requests are listened to and acted upon.

Children are familiar with the setting's routines, such as sitting in the soft room for story time and putting their wellies on to go outside and play. Children know the child minders and the assistants well. They smile when they talk to them and enjoy receiving cuddles. The familiarity of routines and the positive bonds of affection help children feel happy, secure, and comfortable. All children were relaxed and settled during our visit.

Children follow the rules of the setting and interact well with the child minders, the assistants and each other. Children are building relationships with each other and gravitate towards their friends. They approach the adults with confidence asking to be pushed on the swing and enjoy showing them their models. Many children are learning to co-operate appropriately for their age and stage of development and are learning to share resources with support. When older children attend the setting after school, they know to be careful around the younger ones.

Children thoroughly enjoy the range of activities available to them. They told us that one of their favourite things to do was play outside, which they did for extended periods with smiles on their faces. They are active learners and like following their own lead in the mud kitchen, playing on the swings and bike riding. Children are eager but gentle when stroking the pet rabbit and enjoy feeding it vegetables and putting hay in its cage. Children show good levels of concentration during quieter activities such as listening to and joining in with the Hungry Caterpillar story.

Children's independence is developing well. They are encouraged to do things for themselves such as putting toys away, using the toilet and washing their hands before meals. Children are confident to select the tools and resources they need. For example, when painting, they choose which colours they need and take the lids off the paint pots themselves. At lunch time, children have a go at serving themselves with spoons from the middle of the table. These opportunities help build children's confidence and self-esteem. As children spend a large amount of time outdoors, many have well developed physical skills and good problem solving skills for their age.

## Care and Development

Good

The child minder and her assistants follow appropriate policies and procedures which encourage healthy lifestyles and effectively promote children's safety and well-being. For example, the child minder encourages children to spend a large amount of time outdoors where they can run around in the fresh air. The child minder offers well balanced food and drink and ensures parents are aware of what their child has eaten that day. The child minder and her assistants have attended safeguarding training and know what action to take if they have child protection concerns. Registers show there are enough staff working to cater for the number of children attending. Accident and incident forms are completed accurately and shared with parents.

Overall, the child minder and her assistants follow appropriate hygiene practices. Nappy changing is carried out in a nurturing manner. However, nappy changing is sometimes carried out in a busy area, which does not provide children with enough privacy. Those preparing food for the children have attended food safety training and the child minder and her assistants encourage children to wash their hands before they eat and after using the toilet. Some practices do not minimise the spreading of germs well enough. For example, the noses of young children are not wiped often enough, and children are encouraged to use their hands to help themselves to grated cheese from a shared bowl.

The child minder is skilful in the way she manages children's interactions. She ensures she and the assistants understand and follow a clear behaviour policy. The child minder and the assistants use praise well to engage and motivate children and they provide them with clear instructions. For example, they gently explain how children must keep their feet still under the table to prevent bumping into others. This helps children understand how their actions can affect others.

The child minder is well qualified, and she and the assistants are kind and nurturing. They are responsive to children's individual needs and know many of the families well. The child minder is developing her understanding of the Curriculum for Wales and provides beneficial experiences for children to develop a range of skills. For example, they celebrate themes such as Valentine's Day, Shrove Tuesday, and Easter. The child minder also allows plenty of time for children to explore the natural environment which helps them understand the world around them. Activity planning is not recorded. However, there are suitable systems in place to monitor children's progress. Focused child sheets are completed to track children's development, but these are in an early stage of development. The child minder provides some opportunities for children to hear the Welsh language through modelling a few key Welsh phrases and words.

## Environment

Good

The child minder has appropriate measures in place to ensure the environment is safe for children. The premises is secure and welcoming. Risk assessments are reviewed regularly and contain appropriate control measures to minimise risks. They are understood and followed by the child minder and her assistants. Fire drill practices are carried out regularly with relevant information recorded appropriately. However, the time taken to evacuate the building is not recorded. The environment is clean with leaders ensuring staff carry out appropriate cleaning routines.

The child minder provides children with a home from home environment including access to an extensive garden offering children plenty of space to explore freely. There are many natural play and learning experiences in the outdoors which the child minder makes the most of. This promotes children's all-round development and well-being. The child minder regularly takes children on walks to the local nature reserve. She encourages them to go on adventures climbing trees, splashing in muddy puddles, and collecting 'treasure' in the woodland. This helps children develop key skills such as imagination, co-operation and problem solving.

The child minder has designed a positive environment for children to play and learn. She offers a range of suitable resources which build on first-hand experiences and children's natural curiosity. For example, there are butterflies and stick insects in the soft playroom. This opportunity has allowed children to observe the creatures daily, and gain first-hand knowledge about lifecycles and what these animals need to live.

The child minder knows the benefit of providing children with loose parts items such as nuts, bolts and magnifying glasses. This provides the children with the opportunity to explore their creativity and develop fine motor control, as well as enhancing their communication and critical thinking skills.

The child minder develops children's cultural awareness through books, dolls, musical instruments and food tasting. She also celebrates various cultural events throughout the year which help teach children about the diverse society we live in.

## Leadership and Management

Adequate

The child minder is well qualified in childcare, experienced and is continuing to develop her knowledge and understanding of the regulations and National Minimum Standards. The statement of purpose is a comprehensive, up-to-date document which, after a few small amendments, accurately reflects the setting. Policies and procedures are appropriate. They were initially separate documents but following the inspection, the child minder and the other registered child minder, produced one set of policies for parents and the assistants to follow. During our visit, there was a short period of time where assistants were left caring for the children without having a suitable first aid qualification. However, following the inspection, the child minder confirmed in writing, that assistants will no longer be left alone during school runs, until they attend first aid training in June 2024.

The child minder has recently registered so is not required to complete a review of her service until next year. However, she is reflective and since registration has made improvements such as raising butterflies and stick insects at the service as well as purchasing a pet rabbit, which has had a positive impact on children's outcomes. The child minder is keen to address the areas for improvement and the recommendations that we identified at this inspection.

There are some appropriate recruitment systems in place. Prior to employment, documentation is looked at, such as the Disclosure and Barring Service (DBS) certificate, references, skills and qualifications. However, the child minder does not gather all required documentation for all assistants. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder is hard working and works well with the other registered child minder and the assistants. Assistants enjoy their role and contribute to ideas. However, the child minder does not conduct annual appraisals, and staff supervision is not consistently carried out. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder has good partnerships with parents. Those we spoke to were happy with the service and the care provided. We read testimonials from parents speaking positively about the setting. Some of the comments included: *'Such a caring environment where the children are really nurtured and given the opportunity to explore and learn.'* and *'I love how they're taught about nature and how to look after animals.'*

The child minder keeps parents informed about their child's day through regular photographs, which are sent via an online platform, as well as daily verbal feedback at collection time.



### 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. 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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28	The child minder gathers some documentation to demonstrate the suitability of workers. However, this is not consistent for all assistants and further documentation/information is missing. The child minder must ensure there is full documentation available for all assistants working at the setting.	New
29	The child minder assistants do not receive supervisions or annual appraisals. The child minder must ensure staff receive appropriate supervision/appraisals.	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)
Standard 4 - Meeting individual needs	To ensure privacy is consistently given during nappy changing procedures.
Standard 10 - Healthcare	To ensure the noses of younger children are wiped as soon as practically possible to minimise the spreading of germs. To offer children a more hygienic way of selecting grated cheese from a shared bowl, rather than them using their hands.

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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