



Inspection Report

Paula Ballysingh

Barry



Date Inspection Completed

18/05/2021

Welsh Government © Crown copyright 2021.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk You must reproduce our material accurately and not use it in a misleading context.

About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	29 January 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service does not provide an Active Offer of the Welsh language. It does not anticipate, identify or meet the needs of people who use or intend to use the service. We recommend the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.

<u>Well-being</u>	Rating not required
<u>Care and Development</u>	Rating not required
<u>Environment</u>	Rating not required
<u>Leadership and Management</u>	Rating not required

Summary

This is an inspection undertaken during the Covid19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

Children are happy and settled at the service. They have warm and supportive relationships with the child minder. They are able to make choices and decisions about their care and play. Children have opportunities to become independent and develop their individual skills through a good range of quality experiences and play. Children form close bonds with the child minder and other children at the setting helping them to feel safe and secure.

The child minder understands how to keep children safe and healthy and manages children's interactions well. She plans some activities and is developing a system to record the progress and achievements of children.

The environment is welcoming and well-resourced and supports children's play and learning. An appropriate range of toys and resources promote children's all round development. The children enjoy regular visits to the local parks and play groups when they are open.

The child minder manages the setting appropriately. She has suitable policies, procedures and records, Parents are complimentary of the setting and the child minder has built positive partnerships.

Children have good opportunities to make choices and decisions and are aware of the options open to them. For example, when deciding where they want to play and activities available to them. They move around easily and select from the toys and resources which they can reach without difficulty. Children enjoy their play with a variety of preferred items which include dinosaurs, cars and popular action figures. They are familiar with the toys available to them, have favourite items and discuss them with enthusiasm. Children choose when they want to eat and are happy to ask for more food.

Children are beginning to communicate verbally and also use non-verbal methods such as gestures and signs. They know that their preferences are heard and their needs will be met, helping them to feel comfortable and secure. They express their opinions with confidence. Children receive praise and compliments from the child minder for their efforts. They receive encouragement to develop interests and one child was keen to discuss his action figures receiving pleasure from sharing the activity with the child minder. Children enjoy playing outside in the garden and benefit from daily walks to the local park.

Children's emotional needs are very well met and they have clear bonds of affection with the child minder. Children like the closeness of sitting with a trusted adult with whom they can discuss all issues. They are comfortable and relaxed within the service and feel a sense of belonging and attachment.

Children are encouraged to do as much as possible for themselves in preparation for going to school. They help to tidy up and are learning to put on their own coats. Children also wash hands with supervision and know they can ask for support if needed, receiving satisfaction from completing tasks successfully.

Care and Development

No Rating Required

The child minder has the appropriate information to keep children safe. She implements suitable measures to reduce risks associated with Covid19 in line with Welsh Government guidance. She has a detailed risk assessment to guide her actions. For example, she cleans the environment thoroughly and supports children to wash their hands regularly. Non-essential visitors do not enter the premises.

The child minder intends to update and clarify her knowledge of safeguarding procedures by attending an appropriate course. She is clear about recognising the signs of any concerns and has an up to date child protection policy.

The child minder supports children successfully to manage their behaviour. Children are treated with respect and are praised for their positive behaviour, efforts and achievements. The child minder is a positive role model and children value the calm and settled environment she provides. She interacts with children in a kind and caring manner and is responsive to their individual needs.

Children experience a variety of stimulating activities. Currently there is no system in place to plan for and monitor the progress of younger pre-school children. The child minder is in the process of developing a system to plan and track children's development across all skill areas. Children are encouraged to be physically active each day by visiting outdoor venues such as the beach or park. A good variety of play, learning and recreational activities are promoted on a regular basis

Environment

No Rating Required

The child minder provides a safe and secure environment for children. The front door is locked to restrict entry to the premises, and a record is kept of all visitors. The house is clean and well maintained. Routine maintenance checks for the building and appliances are undertaken. A register records the times that children arrive and leave the service. The child minder has risk assessments in place which show she considers all hazards which could affect children's wellbeing.

The child minder's home provides children with sufficient space to play. Children also have use of a comfortable area where they can rest or sleep. She provides appropriate furniture for children to do table top activities and to eat their meals. The child minder ensures toys and equipment are suitable for children's stages of development. She stores these appropriately to allow children to use them independently and ensures that the resources are well-maintained and of good quality.

The garden provides a rich environment for children to play and learn. This area is easily accessed and is used regularly for active play and for children to role play with the outdoor equipment. There is a wide range of play resources for all ages and children enjoy using wheeled toys on the area which is not grassed.

The child minder arranges regular trips out to the park, toddler groups and the local beaches as appropriate. Parents and children value these opportunities.

Leadership and Management

No Rating Required

The child minder manages her service well and has a good understanding of her role. She has considerable experience over many years and keeps her training and learning up to date. There is a clear statement of purpose providing parents with accurate information about how the service runs. The child minder has the required policies and procedures in place and these are updated regularly. There are disclosure and barring check certificates for herself and her husband.

Communication with parents is good. The child minder keeps parents informed about changes to the service and also communicates regularly with them verbally, with phone calls and through social media apps. Parents are extremely happy with the service which the child minder provides and highly value the support she provides.

The child minder is committed to improving her service and actively asks for feedback from parents and children by sending out questionnaires. She provides a quality of care report on a regular basis which includes the views of all those who use her service. The information received demonstrates very positive views and the service is highly recommended to others.

The child minder has good partnerships with other child minders in the locality. The group shares information and ideas to improve practice. The child minder has identified replacement child minders to take over in an emergency situation.

Recommendations to meet with the National Minimum Standards

1. To put a system in place to plan activities to meet children's developmental needs and assess their progress
2. To attend safeguarding training and update knowledge and procedures

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
------	--

Areas where priority action is required

None	
------	--

Areas where improvement is required

None	
------	--

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

Date Published 29/06/2021