



## Inspection Report

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**Treharris**



**Date Inspection Completed**

08/06/2021

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	January 22 2021
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	<b>This is a service that does not provide an 'Active Offer' of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'</b>

## Summary

*This was a focused inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.*

Children are happy and settled at the service. They are able to make decisions and follow their interests. They play happily with other children and have warm relationships with the child minder. Children enjoy the activities the child minder provides and know where to look for their favourite toys and resources.

The child minder knows the children well and understands their individual needs. She treats the children with warmth and respect. She has suitable procedures in place to keep children safe and has additional cleaning and hygiene practices in response to the Covid 19 pandemic.

The environment offers suitable space for children to play and move freely. The child minder does not use the garden for childcare but makes use of local parks for outdoor and physical play.

The child minder has made improvements to the service since the last inspection by addressing most of the recommendations made.

## Well-being

As this was a focused inspection, we have not considered this theme, in full.

Children play happily at the service and are able to follow their interests. They are able to access the toys that interest them. For example, we saw children opening cupboards to look for their favourite toy and pulling it out to play with. Children are developing independence skills appropriate to their age and ability. For example, we saw children putting on their own coats and shoes to get ready to go to school. One child asked for help with a zip and was able to finish this on their own with some guidance from the child minder.

Children develop warm relationships with the child minder and each other. They approach the child minder for comfort and reassurance as needed. We saw the children being comforted with cuddles and the child minder getting out of the car whilst waiting for the school bus to play with one child who was becoming restless. All attempts of communication by children are valued and encouraged and this helps them to feel confident and to develop self-esteem. Children chat confidently to the child minder because they know she listens to them. Children enjoy praise, for example, receiving claps and cheers for effort. They respond positively with lots of smiles and laughter.

## Care and Development

As this was a focused inspection, we have not considered this theme, in full.

The child minder has suitable infection control procedures in place to keep children safe and healthy. She has responded to the Covid 19 pandemic appropriately by putting in place measures such as more frequent cleaning and using antibacterial spray on toys and resources. There are suitable risk assessments in place to ensure the safety of the environment and the child minder told us that parents do not enter the house when dropping off and collecting children. The child minder reminds children to wash their hands frequently and use antibacterial hand gel.

The child minder supervises children appropriately when undertaking school runs. She ensures that children are not out of her sight and we observed her taking all of the children with her dropping children off at school or playgroup. The child minder takes care to ensure that all children use appropriate car seats.

The child minder knows the children well and understands their individual needs. She has good knowledge of their development and provides an appropriate/good range of activities to help them progress. For example, we saw her encouraging younger children to pull themselves up and take a few steps. She is warm and caring and gives children lots of praise and encouragement which develops their confidence.



## Leadership and Management

As this was a focused inspection, we have not considered this theme, in full.

The child minder manages the service appropriately. An up to date statement of purpose clearly reflects what the service can provide. The child minder has made improvements to the service since the last inspection and has addressed some of the recommendations. She manages school runs well. Although this is still a busy time of day, she now collects some children from their homes so less children attend the child minder's home before school. The child minder told us that this had made it easier to manage. We observed the child minder undertaking school runs and saw that she carries them out safely, with close supervision of the children.

Family members are present during child minding hours but the child minder ensures that this does not affect the service. She confirmed that family members do not supervise children and a back-up child minder is available in case of emergencies.

The child minder does not use the garden for childcare as she still plans to make improvements. She has obtained quotes for the work needed but this has been delayed due to the Covid 19 pandemic. The child minder ensures that children have opportunities for physical and outdoor play by planning visits to local parks for picnics and games and walks to the local lakes.



## **Recommendations to meet with the National Minimum Standards**

Complete work on the garden to provide a suitable outdoor play area for children on the child minding premises.

**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	
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**Areas where priority action is required**

None	
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**Areas where improvement is required**

None	
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