



Inspection Report

Mark Halliwell

Deeside



Date Inspection Completed

01/12/2022

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	14 March 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children are content at this setting. They have opportunities to develop their skills and enjoy their play. They form good relationships with their child minder who knows them well. Children are developing their independence and making good progress with their individual skills.

The child minder supports the children well and meets their needs effectively. He has a good understanding of how to keep children safe and healthy but needs to be aware of the responsibility to send notifications for significant events to Care Inspectorate Wales when needed. The child minder completes mandatory training in safeguarding and first aid, so he knows what to do to ensure children's wellbeing. The child minder has a good understanding of child development and has attended training relevant to providing suitable children's play experiences and how this progresses their development.

The child minder ensures the environment is safe for children. Risk assessments are completed for the setting for all areas of the environment, these are reviewed regularly. The environment is well designed to support children's independence and provide stimulating play activities. There have been significant improvements to the outdoor play areas in the last twelve months. The child minder has been inspired by training events to develop outdoor play areas.

The child minder manages some aspects of leadership and management, but the majority is overseen by his partner who is also a registered child minder. They have chosen to share the administration of the setting; the child minder is however aware of his role and responsibility as an individually registered child minder and must try to access his online account when needed.

Well-being**Good**

Children know the child minder will listen to them. They choose what to play with from a selection of activities set out for them, and a good selection of toys in storage boxes which are accessible to them in the playroom. Children choose when to sleep and when they have their lunch boxes. Older children have opportunities to influence the activities provided, the resources bought, and where they play.

Children are content and settled and get on well with others. Their individual needs are prioritised, and the child minder gets to know each child and their family well. Younger children enjoy interacting with the child minder, clapping when they have done something well, responding to praise, and playing a peek a boo game.

Children play well together after school; they are content to play with their favourite toys. Older children are sensitive to the needs of babies and ensure they give them plenty of space to play on their activity mats. Children take turns and share happily for most of the time. Young children and babies are still learning to consider the feelings of others.

Children enjoy their play and learning. For example, they are interested in small world sets on the tray, the ice cream trolley and their pretend barbeque set and campfire activity. They venture into the tent to explore and create their own play. One child really enjoyed banging a tin and was even more thrilled when the child minder joined in.

Children are developing their independence and their individual skills successfully. They use toilet facilities confidently and wash their hands, they fetch their own lunch boxes and eat independently. Babies are content to play on their activity mat, learning how to reach for toys, roll over and begin to crawl.

Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy, however he must remember to send notifications to Care Inspectorate Wales of any significant events, we have made a recommendation in respect of this. He completes mandatory training and has up to date safeguarding and first aid, and therefore knows what to do to ensure children's well-being. The child minder is aware of the individual needs of the children in his care. He shares the responsibility with his partner as they work together and only ever work apart when collecting children from school.

The child minder manages children's interactions well. There is mutual respect between the child minder and older children. He plays alongside the children and has fun with them after school and sometimes during the day. The child minder is present most days to support his partner, he still works shifts. He demonstrates a warmth and kindness towards the children and held his arms out to a waking toddler who immediately went to him with a toy. He encourages children to be kind and caring and helps them to learn about the feelings of others.

The child minder meets children's needs effectively, most of the time this is done alongside his partner. For example, between them they make sure children are safe and comfortable when sleeping, that nappy changes and feeds are regular, and that plenty of interactions with babies ensure they are content and comfortable. The child minder makes sure any actions needed due to medical conditions are respected and children are treated appropriately.

The child minder does not involve himself fully in the planning of activities and the formal monitoring of children's progress, however he does understand children's stages of development and discusses any concerns with his partner when completing 'Learning Path' developmental records. He brings a lot to the setting in relation to play as he is very involved in planning and buying of play and learning resources, particularly those for the garden. For example, he ensures children have a safe variety of outdoor play equipment available to them and that storage in the playroom is accessible. During school holidays he listens to children's suggestion in relation to outings and helps to organise outings and special activities.

Environment**Good**

The child minder has appropriate policies in place and ensures that the environment is suitably safe, secure, and well maintained. There are basic written risk assessments in place, which are regularly reviewed. Daily visual checks are completed and during the inspection the child minder replaced fencing in the front garden which was a risk at previous inspections. Regular fire drills are undertaken and recorded.

The home is welcoming with a room specifically for childcare, a conservatory, additional lounge, kitchen, and toilet facilities. For most of the time all children were in the playroom. There is suitable equipment for the ages of the children who access the setting. For example, safety gates, low chairs, and floor coverings. Suitable equipment is available outdoors. The child minder has laid new paving slabs, created a sandpit and cover, mud kitchen and loose parts such as pallets, planks, and tyres for example in a construction area. Extending the play opportunities in this way is the result of training which has inspired the child minder.

The environment meets most of the children's needs and enables them to reach their full potential. Inside, there is a suitable range of equipment stored in the playroom. The outdoor play space is secure, and the child minder confirmed they use the garden frequently during the spring and summer months as an extension of the indoor environment. No outdoor play was seen on the day of inspection.

The child minder provides a range of good quality, developmentally appropriate play and learning resources. There are enough resources to ensure children have a wide variety of choice, with a rotation system in place. For example, through construction play for older children, sensory activities for babies, reading books, and role-play activities for all children. Children can access toys and resources easily or can request them if stored out of reach.

Leadership and Management

Adequate

The child minder runs his service well in partnership with another registered child minder at this setting. Overall, there are appropriately maintained records, most of which are kept up to date by his partner. Most records are kept using PACEY documentation. Attendance is logged on separate sheets with details of which of the two child minders are present. Children have accurate and complete contracts and registration forms. Policies and procedures are reviewed as part of the settings annual quality of care review. Records are completed on most occasions by his partner; however, he is aware of his responsibility to complete these himself and stated he would do so when he is child minding alone. The child minder must familiarise himself with his individual CIW online account. Direct messages may be sent to this account requesting information. The online account should also have copies of uploaded documents attached such as the statement of purpose and annual quality of care report. We have recommended this account be used by the child minder, when needed.

The child minder reviews and evaluates his setting adequately with his partner. He has a recent quality of care report. Parent questionnaires were returned to the setting recently as part of their review, all were positive and very complimentary.

The child minder has also confirmed the names of household members present whilst he is minding and will ensure disclosure and barring service certificates will be applied for them when they reach sixteen years of age.

The child minder keeps up to date with training and uses resources available to him. The child minder promotes positive partnerships with parents. Keeping parents up to date through a variety of methods, including, verbally and via text. As part of the inspection process, we signposted the child minder to the Care Inspectorate Wales online feedback questionnaires. No responses were received from parents; however, we did see those returned by parents to the setting.

Recommendations to meet with the National Minimum Standards

R1 A notification of a serious injury/hospital admittance must be sent to CIW as it may result in a safeguarding concern.

R2 The child minder must familiarise himself with his CIW online account and ensure all information held is correct and up to date.

Summary of Non-Compliance

Status	What each 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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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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