



## Inspection Report

**Rhian Sime**

**Llantwit Major**



### **Date Inspection Completed**

21/06/2023

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	3 November 2022
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.

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<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**

Children have a good voice and make decisions about how they spend their time whilst at the child minders. They settle well, are relaxed and are happy in the care of the child minder and her two assistants. Children learn to cooperate, share and interact appropriately and with respect. They actively become involved in play experiences they enjoy, and have appropriate opportunities to develop their independence.

The child minder has a good understanding of how to keep children safe and promote their health and wellbeing. She is a good role model, interacting positively with the children and managing their behaviour effectively. The child minder plans activities to promote children's development but mainly offers child-led free play.

The environment is safe and secure, with appropriate checks completed regularly. The child minder ensures children have a suitable amount of space in which to play and learn indoors and outside. The environment is equipped with suitable resources and these are well maintained and stored appropriately.

The child minder adequately manages her setting. Policies and procedures are up to date. The required records are in place but some records and documentation are not always completed as required. The child minder develops positive relationships with parents and guardians and uses the local area to enhance the experiences children have with her.

Children have good opportunities to make choices and decisions. They freely move from one play area and activity to another. For example, they choose to play with the outdoor equipment, complete a craft activity in the garden cabin or have quiet time in the house reading books.

Children feel safe, happy, and valued. They are settled and relaxed and engage positively with the child minder and her assistants. For example, children seek comfort and support from her or her assistants when they are tired or need reassurance. Children are confident and explore their environment with ease.

Overall, children interact and behave well as is appropriate for their ages and stages of development. Younger children play alongside each other appropriately and older children manage their behaviour well. Any minor issues are resolved with ease. Children are learning to respect resources, to share and to take turns. They are familiar with routines and follow the adults directions, such as when they are asked to wash their hands before lunch.

Children enjoy their play. Some older children took part in an under the sea themed craft activity. They enjoyed gluing and sticking items to create a mobile. Younger children took part in building wooden block towers, using shaving foam to cement them together. Children learn through their play. All children enjoyed and took part in circle time. They took turns to put sun cream on a doll, using their 'listening ears' to learn about safety in the warm weather. Children asked and answered questions. One child was eager to tell the others that a hat should be worn in warm weather. They identify colours and count whilst completing most activities.

Children are learning and developing well. Some children gain a sense of achievement from what they do and are eager to share their successes, for example one child was excited to show their completed craft item. Older children do things for themselves successfully. For example, they visit the toilet and wash their hands independently. Younger children are developing their independence skills with some support from the adults. For example, they are offered support to eat their meals and to wash their hands.

## Care and Development

Good

The child minder has a range of basic policies, which promote the children's safety and well-being. The child minder and her assistants understand the procedure to follow should they have any safeguarding concerns about the children in their care. Generally, the child minder promotes children's health well. She provides meals and snacks which are agreed with parents. However, she has not consulted with the Food Standards Agency to ensure that any food safety requirements are complied with. Following this inspection, the child minder has confirmed that she has now contacted the local authority. Effective hygiene practices are in place, with regular cleaning routines followed. The child minder provides opportunities for children to be active and get fresh air. They have constant access to the garden and are taken on local outings. There are systems in place to record any accidents, incidents and the administration of any medication.

The child minder is caring and interacts well with the children. She has an appropriate behaviour management policy in place and is a positive role model. The child minder and her assistants praise children for their efforts and for listening to promote their confidence and self-esteem, saying for example, "well done, good boy/girl and kind hands". She encourages the children to have good manners and praises them when they use manners independently.

The child minder provides age-appropriate resources and activities for the children. She is aware of their interests which enables her to provide appropriate toys. The child minder knows the children well and has a good understanding of each child's individual needs and routine. She is aware of their habits and recognises when they are tired or hungry. For example, when one child became restless the child minder settled them down to sleep. The child minder promotes independence well, children are encouraged to do things for themselves but offered support if necessary. Although, the child minder has a daily activity plan, she mainly provides a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with. The child minder extends children's learning and ensures that she engages with them appropriately during their play activities. Doing circle time, the child minder talked about the warm weather and the importance of putting sun cream on, staying in the shade and drinking plenty of water. The child minder uses some incidental Welsh.

## Environment

**Good**

The child minder provides a safe and clean environment for the children. She ensures that all entrances and exits are locked whilst the children are present. The outdoor environment is secure and enclosed. The child minder and her assistants supervise children well. She identifies risks to children and eliminates them as far as possible. For example, she has created a separate area for the pet dogs and sectioned off the patio area so the children cannot access the hot tub. The child minder has up to date vehicle insurance and heating test certificates in place. Fire drills are regularly practised and recorded.

The child minder's premises are welcoming, child friendly and well organised. The children access a spacious sitting/dining area and kitchen. They also benefit from a garden cabin which is used as an additional play space for children. The outdoor area offers a range of play opportunities including climbing frame, swing, slide and a selection of ride-on toys. A separate living room is used as a sleep room. These areas are warm and bright with plenty of space to play and rest. Children are able to independently access a toilet within the garden cabin and ground-floor cloakroom toilet in the house.

The child minder ensures the children have access to a good range of toys and play equipment that suit their individual needs and interests. They are varied to keep children's interests and are sufficient in quantity to give children a choice. For example, there is a range of craft resources, jigsaws, a kitchen with cooking utensils and accessories, cars and other vehicles, books, board games and small world resources. The majority of toys and resources are kept in accessible low-level storage in the garden cabin. Children can access child size furniture and equipment to support their development and self-directed learning. Children can freely access the house, garden cabin and outdoor play area throughout their time at the child minders.

## Leadership and Management

Adequate

The child minder runs her service adequately. She has an appropriate understanding of her responsibilities as a provider and is committed to providing a good service. The statement of purpose is up to date and contains the required information. Policies and procedures are up to date and most required information relating to children is in place. However, paperwork is not always organised or arranged appropriately, for example, some contracts are in paper form and some are electronically kept. This results in information not always being easy to find or accurate. Some children's records did not contain parental permissions and consent for emergency medical treatment. The registers did not always detail the correct attendance times of children or contain the names of the persons caring for them. The child minder stated that some of the attendance times recorded were incorrect. The prompt completion of attendance records was raised at the previous inspection. Following the inspection, the child minder notified CIW that she has taken some steps to address these issues. While no immediate action is required, this is an area for improvement and we expect the child minder to take action.

The child minder has not submitted the self-assessment of service survey (SASS), to include the quality of care report for 2023 within the given timeframe. However, she regularly seeks feedback from parents, children and her assistants to consider the strengths of her service as well as areas for improvement. While no immediate action is required, this is an area for improvement and we expect the child minder to take action.

The child minder and her assistants core training is up to date, including safeguarding and paediatric first aid. The child minder makes sure she and any household members over the age of 16 and her assistants have an up to date Disclosure and Barring Service check (DBS). Staff files are in place for her two assistants and she is currently in the process of adding an additional back-up assistant. The child minder has completed supervision sessions with her assistants. However, has not completed any formal annual appraisals to date. The child minder informed us that they will be completed in July. The need to complete annual appraisals were raised at the previous inspection. While no immediate action is required, this is an area for improvement and we expect the child minder to take action.

The child minder has positive relationships with parents and guardians. She has regular discussions with them when they arrive with their child and when they come to collect them. She uses secure social media to share daily routines and children's experiences with parents. This includes any activities they have taken part in and pictures of the children. The child minder develops the children's sense of belonging in the community as she takes the children on walks and trips to local parks and other places of interest.

### 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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30	The child minder must, at all times, maintain accurate daily attendance records.	New
29	The child minder needs to ensure that formal appraisals are completed with the assistants.	New
17	Ensure that the SASS is completed and submitted to CIW within the given timescale.	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 12 - Food and drink	To follow the Welsh Government's Food and Nutrition guidance for childcare settings.

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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