



## Inspection Report

**Sharon Gregory**

**Pembroke Dock**



**Date Inspection Completed**

07/11/2022

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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	27 July 2017
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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

### **Summary**

Children are happy, relaxed, and comfortable in the child minder's care. Children of all ages communicate confidently with the child minder. They experience a good range of activities and enjoy their play.

The child minder keeps children adequately safe and healthy. She attends basic training and has a simple system in place for monitoring children's progress and planning activities. She interacts positively and kindly with children.

The child minder provides a suitable environment. The environment meets children's needs and is comfortable. She provides a range of resources appropriate for different interests and stages of development. The child minder took action regarding some safety aspects, following our visit.

Leadership and management of the service is appropriate, overall. There are basic systems in place for managing records, maintaining policies, and reviewing the quality of care. Parents are very happy with the child minder's communication and the service she provides.

Children are comfortable and relaxed in the child minder's care. They communicate confidently because they know their wants, moods and needs are considered. They approach the child minder for cuddles and share their experiences and worries. For example, a child told the child minder about their evening watching fireworks and that they felt scared. Older children told us they could talk to the child minder if they were unhappy about something, and she would listen to them. A younger child asked to play outside and was able to do so.

Interactions between children and the child minder are consistently good and children cooperate well. Children are familiar with routines and follow the child minder's directions happily, such as when she asks them to tidy up, wash their hands or get ready for the school run. Children smile and chat happily to the child minder. Parents tell us that their children look forward to their time with the child minder. A child beamed when the child minder praised them for a personal achievement.

Children are actively interested and engaged. They enjoy their play activities, such as playing with construction toys and role play with dolls and teddies. Children are eager to show what they have been doing. For example, a child proudly showed us a model they had previously made, and they enjoyed looking at photographs of previous activities.

Children experience interesting, developmentally appropriate opportunities that promote their all-round development. During our visit, children chose the activities they wanted to do from the resources available in the child minder's home. They developed their play independently and with the child minder's support. We also saw photographic evidence of a good range of activities such as outdoor play, making 'potions', sensory play with cereal, and exploring ice.

Children have some opportunities to develop their independence. They go to the toilet and wash their hands independently, retrieve their belongings and put on their coats independently. However, there are also some missed opportunities for the children to do things for themselves. For example, the child minder took a child's rubbish and spoon from them when they had finished their lunch.

## Care and Development

**Adequate**

The child minder follows appropriate procedures to keep children healthy and safe. She attends training in paediatric first aid, safeguarding and food hygiene and updates this training as required. She follows appropriate hygiene procedures, ensuring that surfaces are clean and that she and the children wash their hands regularly. The child minder has an appropriate understanding of her responsibilities in relation to safeguarding and she follows suitable procedures if a child has an accident. On the day of our visit, the child minder provided biscuits as a snack and provided weak squash, as well as water, to drink according to children's preferences. However, she told us that she is aware of the Welsh Government's best practice guidance, 'Food and Nutrition for Childcare Settings' and told us she often provides fruit as a snack. The child minder ensures children have regular opportunities to play in the outdoors and takes children for walks in the local area.

The child minder's interactions with children are positive, demonstrating warmth and kindness. She is sensitive to the needs and experiences of individual children. She regularly praises the children and talks to them in a way suited to their age and level of understanding. She knows the children well and responds positively to their communication. For example, when a young child explained through single words and gestures that an item had fallen behind a cupboard, the child minder understood and helped them find it.

The child minder makes basic observations on young children's development which she records in their daily diaries and shares with parents. The child minder plans activities based on the seasons. For example, as we visited in the autumn, she had taken children to collect leaves for sensory and craft activities and when it was Chinese New Year, they had completed craft activities to make dragons. The child minder told us that although she was aware of the new Curriculum for Wales, she hasn't looked at it in detail and she had not been able to complete any additional training recently. She had not completed training in relation to the Additional Learning Needs (ALN) Code. However, the child minder supports the children appropriately in their play and uses some basic questioning. She identifies where children need further support with their development and discusses this with parents. The child minder did not use the Welsh language with children during our visit.

**Environment****Adequate**

The childminder ensures that the environment is generally safe and secure. She has adequate risk assessments in place and supervises children well. However, during our visit, not all the measures she had identified to reduce risks were in place. For example, knives were stored in a drawer with no lock on it and toiletries were within children's reach in the bathroom. Children were well supervised. Following our visit, the child minder took action to address these issues. She also started recording visitors and put a carbon monoxide alarm she had purchased into use. During our visit, children shared a towel to dry their hands. The child minder told us, following our visit, that she had purchased paper towels for the children to use in the future. The child minder's home is very clean, tidy, and well maintained.

The child minder provides a suitable space for the children to play, both indoors and outdoors. Children can move freely around the child minder's home and easily access the toilet from the play areas, as it is on the same level. A child was able to go outside to play while another child finished their lunch indoors because the child minder could supervise both areas. The child minder ensures that children have a quiet and comfortable area to sleep or rest. She provides a cot in a separate room, if required, and ensures that children have their own, clean bedding. There are comfortable sofas on which children can rest and relax if they choose.

The child minder provides a good range of resources, appropriate for a range of ages and interests. There are many toys in the playroom and there are additional resources such as craft items in another storage room. Children can access some of these easily, such as the books stored on a bookcase, and resources on the children's level in the lounge. The child minder provides children with additional resources, when they ask for them, such as paper and pens. She provides a good range of sensory resources to children, but she does not have sufficient resources to promote diversity and cultural awareness. The child minder encourages the children to use the secure garden and provides basic resources for children in this area. At the time of our visit, the child minder told us that the mud kitchen and the water pipe apparatus had been put away to allow her to clean and paint them. These resources are used regularly in warmer weather. All the resources we saw were clean and in good condition.

## Leadership and Management

Adequate

The child minder provides basic information to parents in her statement of purpose and policies. We looked at a sample of policies and found that these are adequate, overall. Some policies do not contain up to date information or fully meet national minimum standards. For example, the safeguarding policy does not refer to the current Wales Safeguarding Procedures and the nappy changing policy does not fully reflect Public Health Wales guidance or show consideration of children's privacy and dignity, although this was considered in practice. The complaints policy does not include CIW's contact details or details of how children can make a complaint.

The child minder reviews the quality of care annually. She seeks the views of parents and children as part of this review and produces a basic report on her review. In recent years, the child minder has concentrated on ensuring she continues to operate through the pandemic and beyond, in line with Welsh Government guidance. She has not set any clear targets for future improvement.

The child minder keeps most records in line with regulations. She ensures that she has full records of children's personal information. She updates Disclosure and Barring Service (DBS) checks and insurance, as required and she keeps full records in relation to accidents and medication. However, the child minder usually completes attendance records in advance. Although she amends the record if a child is then absent or if they are significantly early or late, she told us, if it was less than half an hour's difference, she may not change them. The child minder operates in line with her conditions of registration.

Parents are very happy with the service provided and they tell us there is good communication from the child minder. The child minder agrees a contract for the care of each child and updates these regularly. She communicates with parents daily verbally, via messaging apps, and, for younger children, via a daily diary.



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

R1 Ensure all policies are clear, up to date, and meet national minimum standards.

R2 Develop the system for observing children's progress and planning for their next steps, considering the Curriculum for Wales and the ALN Code, where applicable.

R3 Develop the use of Welsh.

R4 Provide more resources to promote diversity and cultural awareness.

R5 Further develop the system for reviewing the quality of care.

R6 Improve the accuracy of children's attendance records.

### 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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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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