



## Inspection Report

**Tracy Organ**

**Maesteg**



**Date Inspection Completed**

27/06/2023

## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	11 April 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.

**Welsh Government © Crown copyright 2023.**

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](mailto:psi@nationalarchives.gsi.gov.uk)  
You must reproduce our material accurately and not use it in a misleading context.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</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 have a good voice at this setting. They know their needs, preferences and feelings will be listened to and they can make their own choices and decisions. Children express enjoyment and are comfortable, relaxed and very settled. Children are developing friendships with each other and show good bonds of affection with the child minder.

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.

The child minder has effective systems in place to ensure the environment is safe, welcoming and stimulating for children. Children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

The child minder understands her responsibilities as a provider and is committed to providing a good service. She mostly keeps the required records accurately and securely. She has developed good relationships with parents and keeps them well informed.

## Well-being

## Good

Children have a strong voice. They have consistently good opportunities to make choices and decisions about which resources they would like to use and where they want to play. Children move freely between the play areas and between the different activities. They feel safe, happy and comfortable in the child minder's care. Children are extremely content and settled and show enjoyment; they did not stop smiling, talking and giggling throughout our visit.

Children are very settled and happy. They are forming positive bonds of affection with the child minder. The children enjoy her company and invite her to play with them, saying for example, *"Come and catch me, Tracy!"* Children seek comfort and reassurance from her when they are worried, tired or upset. For example, a child went up to her and asked, *"Can I have a cuddle?"* She immediately responded, *"Oh, you want a cuddle, of course, come here."* Children express themselves well, both verbally and non-verbally. They receive an immediate response to their requests and prompts. For example, when a child asked for help with a train that was stuck, the child minder immediately helped to get it out.

Interactions between the children and the child minder are consistently good. The children co-operate well for their age and are actively interested and engaged in the play opportunities available to them. For example, they took turns and shared the resources when playing in the shaving foam together. Children have a sense of belonging and are beginning to form friendships and show kindness to one another. For example, one child picked up a toy and gave it to their friend when they were upset.

Children show high levels of engagement in their play and learning. They confidently engage in directed and self-directed activities. For example, the children were engrossed in making their bird feeders and enjoyed their activity for an extended period of time. Children play appropriately for their age and stage of development and follow direction from the child minder well. For example, when a child was finding it difficult to spread the sauce on their pizza, the child minder modelled to the children what to do and explained, *"Try doing it like this."* The children copied what she had done, and one child said, *"I did it! This is the best pizza in the world!"*

Children have opportunities to develop their skills and independence in line with their age and stage of development which enables them to do some things for themselves successfully. For example, they feed themselves at mealtimes, retrieve resources independently and help to prepare their food with minimal support. 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 the colouring they had done.

## Care and Development

Good

The child minder is aware of her responsibilities to keep children safe and healthy. She implements appropriate cleaning and hygiene procedures and encourages children to wash their hands. She uses gloves and aprons when appropriate and follows environmental health guidelines. The child minder is aware of safeguarding procedures and has updated her policy to reflect this. She completes appropriate medication and accident forms, and the child minder maintains the appropriate registers. However, they did not consistently reflect the exact arrival and departure times for children and household members were not routinely signed in and out. However, at inspection, the child minder promptly implemented a new record to ensure the information is clearly recorded. She is aware of the procedures to follow if she has any concerns about any child. The child minder ensures that children's privacy and dignity is respected when changing nappies.

The child minder manages interactions positively. She is a positive role model and treats children with kindness and care. The child minder praises children for their efforts and accomplishments to promote their confidence and self-esteem, saying for example, "*Wow, well done!*" She encourages the children to say '*Please*' and '*Thank you*' and she praises the children when they use manners independently. For example, when a child said "*Sorry*" without being prompted, the child minder told the child, "*Ah good girl, well done.*" The child minder manages the children's behaviour well; encouraging the children to be kind to their friends and to talk to each other about the problem when there are minor disagreements. Children are confident to approach the child minder because they know their needs will be met. The child minder sits with the children at the table for snacks and meals and to participate in some activities; encouraging them to socialise and engage with one another.

The child minder supports children's learning in a positive way. She is knowledgeable about children's development and leads planned activities for the children, however, these are not recorded. The child minder assesses children's progress frequently and acts upon any concerns she has. 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. She is clearly aware of their routines and habits and recognises when they are tired or hungry, needing to move onto a new activity or needing comfort. For example, when one child became restless the child minder cuddled the child and settled her down to sleep. The child minder uses incidental Welsh frequently.

**Environment****Good**

The child minder provides a safe and clean environment for the children. Safety gates are in place and the child minder ensures that all entrances and exits are locked whilst the children are present. The outdoor environment is secure and enclosed. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She identifies risks to children and eliminates them as far as possible. For example, she removed some smaller resources out of children's reach as they posed a choking hazard. The child minder has ensured her gas safety certificate is up to date.

The child minder ensures the premises are warm, welcoming and child friendly. She maintains the environment adequately with satisfactory heating and ventilation. The main play area is light, clutter free and gives children space and freedom to move around. The child minder understands the importance of outdoor play to promote children's development as she discussed a range of outdoor activities she undertakes to promote physical play. The child minder provides regular opportunities for the children to explore the local park. The outdoor area offers a range of play opportunities including messy play and a selection of ride-on toys. She ensures children can independently access resources by providing low-level storage, furniture and equipment to support their development and self-directed learning. The environment offers plenty of floor space to play and move freely between the spaces available. Children easily access the downstairs bathroom, which is clean and well maintained.

The child minder ensures children have access to a wide range of resources that are of good quality and are age appropriate to extend their play and development. 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 child minder has started to introduce some authentic resources to enhance children's play experiences. She provides a good range of resources to promote children's understanding of the Welsh language and culture.

## Leadership and Management

**Adequate**

The child minder has an appropriate understanding of her responsibilities as a provider and is committed to providing a good service. She responds positively to suggestions on how to improve her service. For example, she has met all the recommendations from her previous inspection and has welcomed feedback during the course of this inspection. The policies and procedures contain all the relevant information, and the child minder ensures she reviews them annually. She maintains and shares an up-to-date statement of purpose that accurately reflects the service. The child minder has up to date car documents and is registered with the Information Commissioner's Office (ICO). She completes fire drills and records them appropriately and consistently maintains accident and incident forms. However, pre-existing injury records are not regularly recorded accurately. The child minder maintains basic risk assessments; however, they need developing further in relation to resources and outings.

The child minder effectively reviews and reflects upon her service and produces an appropriate quality of care report. She seeks feedback from parents and children to support her review, which enables her to consider the strengths of her service as well as areas for improvement. She is proactive and acts on suggestions where she can make changes. For example, parents asked her to consider extending her opening hours and the child minder provided a way for this to work so she could support parents further. She continually looks for areas to improve and develop further.

The child minder recognises the importance of training and continuing her professional development. She completes all mandatory training promptly and has completed further training opportunities to develop professionally. This ensures she is able to meet the needs of the children in her care. All household members have current Disclosure and Barring Service (DBS) checks, with a system in place for annual checks. The child minder regularly engages with Care Inspectorate Wales (CIW) and other regulators. She has completed all the relevant suitability checks ahead of her child minding assistant starting in their role and ensured they have the relevant training.

The child minder ensures that communication with parents and carers is effective. She has contracts and permissions in place and keeps all the relevant information to meet children's individual needs. She keeps parents informed about all aspects of her child minding service and provides daily feedback on the children's time with her verbally and through messaging. The child minder understands the importance of working in partnership to ensure that children experience all the support required to meet their individual needs.

### 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
------------	---------	--------



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

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 5 - Records	Consistently record the accurate arrival and departure times of children.
Standard 24 - Safety	Accurately record all visitors in the relevant record.
Standard 7 - Opportunities for play and learning	Develop appropriate records for planning, observation, and monitoring children's development.
Standard 5 - Records	Complete the relevant records for pre-existing injuries appropriately.
Standard 24 - Safety	Develop risk assessments further to include all aspects of the service provided.

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.

### Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

**Date Published** 19/07/2023