



Inspection Report

Annette Davies

Cardigan



Date Inspection Completed

24/11/2022

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About the service

Type of care provided	Child Minder
Registered places	9
Language of the service	Both
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 happy and confident to communicate their wishes, and their needs are considered. They have good opportunities to make choices and decisions and their interests are valued. The children have a sense of belonging and have formed good relationships and friendships with their peers and with the child minder.

The child minder implements policies and procedures to promote healthy lifestyles, physical activities, safety and well-being. She identifies and actively manages risks and ensures that children feel valued and happy. The child minder plans for children's learning and development and is a good role model to children.

The child minder has effective measures and policies in place, to ensure the safety and welfare of children in her care. The environment is safe, secure and very well maintained. The equipment and resources are of a high quality, ensuring that the facilities provided to children are of a very high standard.

The child minder has a good vision and nearly all policies and procedures meet the National Minimum Standards. She ensures that her continuous professional development is maintained through completion of various training courses. The child minder works closely with parents and has established partnerships with local schools for pick up services.

Well-being

Good

Children are confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and decisions and their interests are valued. An example of this was when a child indicated to the child minder that they wanted to play with the items in the small world box and she immediately placed this on a carpeted area and the child looking pleased that they had been understood.

Children are settled and are happy in their environment. They cope well with separation. For example, at the dining table, over lunch, we saw the child minder asking the children who was coming to collect them, and they were all eager to talk about family members comfortably.

Interactions between children and adults are consistently good and children engage well with the child minder and their peers, being interested and supportive of each other's needs. Children interact happily with each other and with the child minder as they talk about their morning in school and what they bring for their lunch.

Children are engaged, active and express enthusiasm and enjoyment in their play and learning. For example, when children chose to gather on the carpet to play, they were immersed in their chosen activity and participated with excitement. Children can choose their own stories. For example, one child chose a Welsh story book, and the child minder asked everyone if they would like that story, to which they all responded with enthusiasm. The children clearly have a sense of belonging and have formed relationships and friendships with their peers and with the child minder. They are comfortable to participate in the events of the day with confidence. The addition of a second pet who lives in the main playroom ensures additional experiences. Children share the responsibilities of caring for a tortoise and we saw how the childminder and the children carefully fed the tortoise with great pleasure, as they learned and talked about the need to care for others.

Children are eager to show or talk about what they have been doing. They have opportunities to experience age-appropriate activities and resources that promote their all-round development, enabling them to follow their own interests confidently. For example, one child chose to play with a wooden pizza, building it up and then using the resources, to cut it into pieces again and distribute on small plastic plates to the childminder, children and us. They looked very proud of their ability to be independent in their play and lead on their own actions. Children have good opportunities to develop their independence skills and we saw children eating independently and using the toilet independently, where they also washed their hands without support.

Care and Development

Good

The child minder understands and implements her policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. She identifies and

actively manages risks and children receive consistent responses or reactions. Risk assessments are comprehensive and reviewed every 6 months. There is some understanding of safeguarding procedures, but the policy was duplicated and not fully updated. The combined medication and accident book was available but not a fully working document, with current practice only being verbal exchanges with parents. Robust cleaning and hygiene practices are implemented, and the child minder wears gloves during nappy changing procedures, ensuring that the changing mat is sanitised after use. Children bring their own packed lunches and have their own water flasks and they are reminded regularly to have a drink. Whilst home languages are respected and promoted, the child minder said that she would like to include more of the Welsh language to further promote the use of Welsh throughout the day.

Interactions between the childminder and children are warm and consistent, demonstrating interest and kindness. She knows the children well and is sensitive to the needs and experiences of children. The child minder is a good role model with interactions between her and the children being continuous, even if this is not always verbal, her eye contact and body language offer reassurance and praise. The child minder explains to children what is happening next. For example, *'I'm going to change your nappy before school run, okay? Yes? Is that okay?* The child acknowledged happily. As children prepared for their lunch in the dining area, the dialogue was open and supportive, *'What would you like? Would you like pasta? How much would you like – yes – is that enough? Would you like a fork? How many strawberries would you like?* Children feel safe and respond with enjoyment.

The child minder has a good understanding of children's rights and is committed to providing a range of play and learning activities which are age appropriate. She is aware of children's development, and we saw individual development books for each child, where children's development journeys are recorded and documented, through photographs and milestone charts. We saw evidence of learning experiences for example, completing crafts, birthday celebrations, outdoor play in the garden, local parks and on trips, as well as a range of play experiences and activities within the child minder's home.

Environment**Good**

The child minder has effective measures and policies in place, to ensure the safety and welfare of children in her care. The environment is safe, secure, and very well maintained. The environment is welcoming, warm and homely with clear hygiene practices in place. There is a clear entrance and exit point. The child minder has good infection control practices in place which minimise any risks to children's health and safety, and we saw the Infection Prevention and Control Guidelines for children under 5 on display. Risk assessments are in place for several activities and areas, which are reviewed twice a year. Children are always supervised, and the child minder understands levels of risks and acts on these accordingly.

The home environment is immaculate and decorated to a very high standard, offering a very good indoor play space for children to move freely. The outdoor space at the rear of the home environment was not used on the day of our visit due to very poor weather conditions. Indoors, the designated playroom is tastefully decorated to a very high standard and offers a range of resources which stimulate the curiosity and interests of the children. The equipment and resources are of a very high quality, ensuring that the facilities provided to children are of a very high standard. The playroom area is carpeted and includes a low sofa with cushions, numerous storage units with resource boxes, all at appropriate height levels so that children can access these resources. For example, building blocks, small world resources, hand puppets, wooden foods, and tea sets. A bookshelf is filled with a diverse range of bilingual books, and other play equipment includes a kitchen and floor storage boxes filled with resources for activities. In the main dining room, adult chairs have been adapted with boosters so that all children sit at the table at the same level as everyone else. Younger children can sit in a highchair.

The child minder has worked hard to adapt and transform a room inside her home, which is solely for the use of the service. Outdoors, an enclosed garden can be accessed only via a back door inside the property. Display boards show children's work and we saw their Christmas crafts which the children were eager to show us. Suitable car seats are used in the child minder's vehicle for the purpose of school runs and other outings.

Leadership and Management

Adequate

The child minder has a good vision and provides an up-to date statement of purpose which reflects the service and is shared with parents. Nearly all policies and procedures meet the National Minimum Standards. However, some policies were duplicated and inconsistent for example the Safeguarding policy, whilst others were not updated with changes to legislation for example the Additional Learning Needs policy. Policies did not evidence review dates. The child minder complies with the regulations and consistently ensures that requirements are met. The child minder takes pride in the way she manages her paperwork system and we saw that the administration file included all aspects of required paperwork, including valid DBSs, training certificates, service certificates, insurance documents, memberships, policies, risk assessments, fire drills and children's files. However, the Fire policy did not clearly outline national requirements. The child minder is knowledgeable about many of her responsibilities and documentation was organised and stored confidentially.

The child minder carries out a quality of care review each year. She told us that she was in the process of completing the review and was awaiting the return of questionnaires to be able to reflect on the views and comments of parents and children.

The child minder told us that training had been challenging during the pandemic but succeeded to continue with her training albeit online. She explained that she is in the process of completing a 10-week evening course on Additional Learning Needs, in order to improve the service which she offers to families. Paediatric First Aid Training has been completed but the child minder told us that she is still awaiting availability to complete the Food Hygiene Certificate. Training courses on the outdoors, safeguarding and Raising Developmental Concerns with Parents have also been completed. The child minder told us that she enjoys the opportunity to train and complete courses face to face, alongside other child minders and looks forward to being able to return to these types of training.

The child minder has formed close relationships with two child minders, one of whom is a backup child minder. She told us that this provides further opportunities to discuss training and development with them. Partnerships have also been established with local schools where the child minder offers a reliable pick-up service. The child minder told us that she has also been part of establishing two morning playgroups in the local area where she has seen the benefits of children mixing with others again.

Recommendations to meet with the National Minimum Standards

R1. Update all policies to reflect legislative changes, ensure consistency and include dates on reviewed policies.

R2. Renew a Food Hygiene Certificate as soon as possible.

R3. Ensure that the combined medication and accident book is a working document which reflects all administrations and accidents as opposed to these being verbal.

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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