



Inspection Report

Christel Hooson-Vallestad

Cardiff



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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	Manual Insert]
Is this a Flying Start service?	Manual Insert] 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>	Poor
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children are very happy and feel safe in the child minder's care. They settle well and develop positive relationships with their friends the child minder and her family members. Children are confident to express their ideas and opinions and frequently make decisions about how they spend their time at the setting. Children progress well and are beginning to develop their independence.

The child minder delivers warm, nurturing care. She knows the children well, supports their development and enables them to follow their interests. The child minder has some policies, procedures, and documentation in place to support children's health and safety. However, a few policies and procedures are required to be reviewed to ensure children are safe and healthy at all times. Ensuring potential hazards are minimised and infection control measures are effective.

The child minder's home is a welcoming and friendly environment, where children can play and relax. There is adequate space indoors and a wide range of resources are available, which are in good condition and promote children's play and learning. Children have daily opportunities to get outdoors in the garden.

The child minder manages the setting adequately. She has a suitable range of policies and procedures in place to support the running of the setting. However, the child minder must keep Care Inspectorate Wales informed of changes to her service. The child minder has undertaken all the necessary training in line with legislation. She has also completed a number of additional training courses to develop her understanding and keep her up to date with current practice.

Well-being**Good**

Children have many opportunities to make choices and decisions. They move freely around the areas available to them and choose from the numerous toys and activities on offer. Children are happy to express themselves, as they know their ideas and opinions are listened to. We heard children asking to go outside and visit the pet rabbit in the garden, which the child minder responded to positively.

Children are very happy and have lots of fun at the setting. They enjoy being in the company of the child minder and eagerly involve her in their play. Children form warm and affectionate relationships with the child minder, her family members and each other. We saw children giving each other hugs and saying goodbye as they were dropped off to school. Children know the setting routines well, which makes them feel secure, comfortable, and relaxed. For example, young children happily instigate sitting on the child minders lap, choosing books to share a story together at quiet time.

Children form friendships and interact well with each other. They play happily together, sharing plenty of smiles and laughter. Children are happy to share resources and take turns. They enthusiastically share craft materials and show each other what they have created. Children enjoy the social occasion of mealtimes, they sit nicely at the table, chatting happily with each other and the child minder about their day.

Children clearly enjoy their play and benefit from a varied selection of play and learning opportunities. They are interested and fully involved in their activities. Children told us they enjoy attending the setting as they can play with lots of toys. They especially enjoy the poppets and the ice-cream tent in the garden. Children concentrate for an appropriate length of time in line with their age and stage of development. For example, A child played happily alone with a train, singing songs to themselves. Children have daily opportunities to enjoy the outdoors and their local community. They play in the garden, enjoy walks, visit the local park, and attend a variety of playgroups. They also attend planned visits further afield, such as to the museum.

Children are beginning to develop their independence skills, enabling them to do things for themselves. For instance, children wash their hands before mealtimes which also includes very young children being supported to practice these skills. Children of all ages are encouraged to help tidy up after play. However, children could have more opportunity to extend their independence skills at mealtimes.

Care and Development

Poor

The child minder has inconsistent practices to keep children safe and healthy. There are only a few basic policies and procedures which promote children's health and safety. The child minder is not maintaining adequate cleaning routines or following consistent practices as set out in the policy. For example, the child minder has prepared a nappy changing policy and procedure, but does not follow the actions outlined, such as wearing gloves. The child minder does ensure children's dignity and privacy are respected when carrying out this task. Appropriate systems record accidents, incidents, and the safe administration of medication.

The child minder understands the process to follow should she have concerns about a child. She has undertaken child protection training. The safeguarding policy is adequate.

The child minder has completed a few written risk assessments which identifies some potential risks within the home. They contain steps to be taken to reduce the risk. However, these did not include all identified risks and the steps to reduce them were not always followed. The child minder did recognise potential emerging risks within the environment and during play activities. For example, the child minder set up an activity for children, involving play materials that are unsuitable for the age of the children in attendance. This is due to them being hazardous if consumed. The child minder was not aware of the potential risks and had not assessed the situation appropriately. This is having an impact on children's health, safety and well-being; we have therefore issued a priority action notice. The provider must take immediate action to address these issues.

The child minder does not provide food at mealtimes and asks parents to provide this. She ensures the safe storage of these items. For example, lunch bags are stored in the fridge. The child minder does, however, provide children with a healthy and well-balanced snack, along with water to drink. She takes basic measures to ensure the safety of any child who has allergies and intolerances. The child minder does not have a written procedure to support this practice. The child minder promotes some good hygiene practices with the children. She encourages them to wash their hands after playing in the garden and before eating. However, she did not consistently follow good hygiene practices as she did not wipe tables before food was served.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She knows the children well and is considerate when meeting their individual needs. However, written records are not completed to outline any specific care requirements needed for older children. Activities and outings are planned to support children's development and follow their interests. A child told us very excitedly about their recent visit to the museum to see the dinosaurs, which was an area of interest to them. The child minder keeps parents informed about their child's experiences through text messages and

photographs. The child minder has a suitable behaviour policy which she successfully applies. For example, we heard the child minder encourage and praise children frequently for their efforts and positive interactions, which helps promote their self-esteem and self-confidence. The child minder has access to a suitable garden and accesses the local park regularly to provide opportunities for children to get outdoors and enjoy the benefits of fresh air and physical exercise.

Environment

Adequate

The child minder provides a secure environment, where children can play and relax. For example, doors were locked when we arrived, and a turnkey used to secure the door from the inside after entry. Accurate records are kept of children's attendance as well as of any visitors to the premises. The child minder ensures maintenance checks for the home and appliances are up to date. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. Records are kept which detail dates, times and who was in attendance.

The child minder provides a welcoming and friendly environment for children. It is light, bright, and has adequate space for children to play and learn. Children have use of the family living room and bathroom which is located upstairs. The kitchen is used for mealtimes and to carryout messy activities, which children access on a child size table and chairs. There are large patio doors which open directly out to the secure garden, giving direct access to outdoor play. The garden has a decked area and Astroturf. There is a sufficiently sized playroom.

The child minder provides a wide range of toys, books and games. They are of suitable design for the age of the children and in good repair. Generally, they are stored on shelving units in concealed and clear boxes. These are mostly easily accessible to children. However, there are a few books and games that are not organised appropriately. These pose a risk to children from falling if they reached for them. Larger play items such as a child size kitchen and low-level seating are stored around the edges of the playroom. When children are playing freely with toys on the floor the area becomes cluttered. This could pose a tripping hazard for younger children who are just becoming mobile. There are a few toys and play materials which promote cultural awareness. Various cultural festivals are celebrated, promoting children's awareness of diversity and the wider world.

Leadership and Management

Adequate

The setting is managed adequately by the child minder. There is a statement of purpose which provides parents with the relevant information about the setting. The child minder has a suitable range of policies and procedures to support the running of the service. These policies do not show when they were reviewed or updated. A small number do not fully reflect the child minders current practice, or the legislation required. For example, the Safety, Emergency and Fire procedures policy, details fire safety checks to be carried out weekly. These are currently being carried out monthly. Contracts are in place, these are signed and exchanged with parents prior to the children starting at the setting. However, we found that not all the required details were completed fully. Parents complete detailed permission forms giving their consent for areas such as the administering of emergency first aid. Care Inspectorate Wales are not always informed of changes to the service by the child minder in a timely manner. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder reviews the quality of her care annually and produces a report, identifying a few areas for improvement. The review takes into account the views of parents but does not include the views of children. The child minder understands the importance of keeping up to date with current practice and the need to refresh her training and skills regularly. She ensures that her mandatory training such as paediatric first aid is regularly updated in line with legislation. She has also undertaken a range of other training, many covering topics to support children with additional learning needs. She told us that she will be attending training in the next few months about the new Curriculum for Wales. This will support her understanding and keep her up to date with current practice. The child minder has an up-to-date disclosure and barring service check (DBS).

The child minder understands the importance of working in partnership with parents. Ensuring that the children in her care receive the correct support to meet their individual needs. Parents we spoke with were highly complementary about the child minder and the care their children receive. They especially appreciate how supportive the child minder is of their children as she knows them well. The child minder tailors the service to meet their needs, keeping them informed of their child's experiences when at the setting. They shared how they recommend the service to others. The child minder also has strong links with other child minders in the area, sharing ideas and attending playgroups together.

Recommendations to meet with the National Minimum Standards

R.1. Children should be given opportunities to extend their independence skills at mealtimes. R.2. A written procedure for the safe practices regarding food allergies and intolerances should be developed.

R.3. There should be clear written documentation which outlines how the needs of children with additional learning needs will be met.

R.4. Resources should be organised and stored more effectively to ensure children's play experiences are promoted.

R.5. Policies and procedures should be reviewed and updated as necessary to ensure they reflect current practice and changes to legislation.

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
25	The child minder failed to identify, assess and minimise risk to children at the setting. The child minder must ensure that all resources and the environment are free from avoidable hazards. Any identified risk has a robust risk assessment in place and is followed.	New

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
31	The child minder has failed to inform CIW of changes in their service. The child minder must inform CIW of any changes to the service and within the appropriate timescales.	New
16 (1)	Propose TB - No QofC review undertaken	Achieved

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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