



Inspection Report

Rachael Hughes

Builth Wells



Date Inspection Completed

03/08/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text.18 January 2017
Is this a Flying Start service?	[Manual Insert] No
Does this service promote Welsh language and culture?	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>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children enjoy their time at the child minder's home. They feel very secure, happy, and settled. They play freely, and confidently communicate their needs. Children can choose toys and activities which interest them from the resources available. They develop close and affectionate relationships with the child minder, her assistants and each other.

The child minder and her assistants keep children suitably safe and healthy. They offer a range of play opportunities and activities for children to access independently or with support. They ensure children have a good balance of indoor and outdoor play and activities. The child minder and her assistants manage children's behaviours well.

The child minder ensures the environment is safe, clean, and well maintained. The premises are welcoming, homely, and well organised. The child minder provides a good range of engaging resources, which interest the children and supports their development.

Overall, the child minder manages her setting well. She works well with her assistants, and they strive to provide a high-quality provision. The child minder consistently looks for areas for development and quickly acts on recommendations made to her. The child minder develops good, effective relationships with parents and other professionals.

Children have a strong voice at this setting. They have opportunities to make choices and decisions. For example, they can request when they want to play outside and can move freely between inside and outside. Children communicate confidently as they chat and interact constantly with each other, the child minder and her assistants.

Children are very happy and settled with the child minder. They experience flexible routines, and their individual needs are known, valued and respected. For example, children can sleep when they need to as the child minder recognises the cues that they are tired. As a result, they develop confidence and form close bonds with the child minder and her assistants.

Children interact and behave very well as is appropriate for their ages and stages of development. For example, an older child calmly asked the child minder for help when a younger child took all the trucks they had been playing with. There is a relaxed atmosphere in the setting and children develop friendships well. We saw two young children playing together for much of their time, seeking each other out to play with. Children cooperate well and are familiar with the routines of the day. They learn to follow adult directions when necessary, such as coming readily when called for mealtimes. This helps children develop a sense of belonging.

Children enjoy their play. They have extended periods to choose what they want to do, and freedom to safely explore their environment. This helps them develop concentration as they engage for lengthy periods in activities of their choosing. They can also choose to relax and have quiet times such as after lunch when some chose to watch television rather than play outside.

Children have very good opportunities to learn and develop from the experiences and activities available. For example, large cardboard boxes provided the chance to problem solve and explore maths concepts as a child worked out how to fit them together to make a tall tower. Others chalked on the decking or outside walls which develops imagination and mark making, explored dry sand and how it ran through funnels and a windmill or completed puzzles in the playroom. Children also have regular opportunities to attend activities outside the home such as dance sessions or craft events.

Children have opportunities to develop their independence and self-help skills and consequently develop self-esteem. They make independent choices about what they do. As they get older, they manage their own personal care such as using the toilet and washing hands. Most children eat independently. Older children help without being asked with tasks such as bringing cups back in from the garden or sweeping the floor after lunch.

Care and Development

Adequate

Overall, the child minder and assistants work well to keep children safe and healthy. They understand their responsibility to protect children, and all have undertaken safeguarding training. They are confident in knowing what to do if they have concerns about children. However, there was not a clear procedure in place regarding what to do should there be allegations relating to adults in the setting. Since the inspection visit, the child minder has updated her knowledge and safeguarding policy in relation to this. There are suitable systems and record formats in place to record accidents, incidents, medication administered and any injuries or marks a child may have when they arrive at the setting. These include record systems for any long term or periodic medication a child may need such as an inhaler or autoinjector. The child minder follows effective hygiene practice. She promotes healthy eating and provides a healthy eating policy to parents as they provide most food for their children. She ensures children have plenty of fresh air and exercise. The child minder keeps consistent records of children's and staff attendance including the times they arrive and leave.

The child minder and assistants provide a nurturing and caring environment. They interact with children in a warm and caring manner creating a very calm, positive atmosphere. The child minder has a suitable behaviour management policy in place and adults use a range of positive strategies such as explanation or distraction if needed. They praise and thank children when they help with tasks and speak respectfully to them and each other. Adults are good role models for children.

The child minder and assistants support children's learning and development well through the experiences they provide and useful interactions. They mainly provide free play opportunities with some informally planned activities such as learning about healthy eating through the Hungry Caterpillar story. They also use unexpected occurrences such as a helicopter flying over to talk about listening and then listening ears and kind hands. The child minder has identified through her quality of care review that she wants to have a greater emphasis on recording and assessing children's progress to help her plan relevant activities and experiences. She is in the process of considering systems to do this and beginning to consider the Curriculum for Wales. We heard only a little Welsh spoken during our visit. The child minder identifies children who may have additional learning needs and following the inspection visit she updated her policy and procedures to take account of the Additional Learning Needs Code for Wales 2021.

Environment**Good**

The child minder ensures her home is safe, clean, and well maintained. She ensures regular building safety checks are carried out. The outdoor area is safe and secure, and the front door is locked with a bolt above the children's reach. The child minder keeps a record of visitors to the premises. She carries out a comprehensive risk assessment of her setting annually and keeps detailed records of daily safety checks and cleaning schedules. She carries out and records regular evacuation practices every three months.

The premises are welcoming, well organised, and homely. Children benefit from a dedicated playroom which is organised and has plentiful resources. Within the playroom, there is low-level storage which children can easily access. Children have use of the playroom and kitchen/dining room for eating and messy play activities. They have ample space to play as they move freely around the home. The living room is used for quiet times such as watching the television, relaxing on the sofa or sleeping. There are suitable nappy changing facilities. Children can move freely between indoors and outdoors and can easily access a downstairs bathroom which is clean and child friendly. The child minder ensures children can use the garden often. She provides a wide range of engaging resources which help extend children's play, learning and physical development. The outside area has a grassed area as well as decking, part of which is covered. This enables children to play outside in most weathers. The child minder is constantly looking for ways to develop her garden and has identified she would like more growing boxes.

The child minder provides a good range of resources, appropriate for a range of ages and interests. Furniture, toys and equipment are of good quality, clean and in good condition. Some resources promote multiculturalism and diversity. The child minder told us she would now like to develop her use of natural materials and resources.

Leadership and Management

Adequate

Overall, the child minder runs her setting well. She has a clear vision for her setting and works well with her assistants to provide safe, positive, interesting experiences for children. She is very organised in the administration of her business and keeps required records to a good standard. The child minder has a good range of policies and procedures to support the smooth running of the setting, However, she has not regularly reviewed these, or her Statement of Purpose, and they did not always accurately reflect current information, practice, or legislation. Since the inspection visit, the child minder has submitted updated documents to address this.

The child minder reviews and reflects upon her service and produces a suitable quality of care report that identifies areas for improvement. She seeks information from parents and children to support her in the evaluation of her service. All feedback was extremely positive. The child minder engages positively with Care Inspectorate Wales and acts swiftly on recommendations made.

Overall, the child minder follows safe recruitment procedures. She works with assistants and has staff record files in place. However, these did not contain all the information required by regulation. Since the inspection visit, the child minder has confirmed she has addressed this. The child minder ensures she keeps all Disclosure and Barring Service (DBS) checks up to date for herself, household members and assistants along with all mandatory training such as paediatric first aid and safeguarding. The child minder has a relevant early years qualification and is knowledgeable about child care. However, she has not kept fully up to date with recent changes in the sector such as revisions to the National Minimum Standards and the Curriculum for Wales. The child minder has worked with the same assistants for many years and those spoken to enjoy working at the setting. She carries out an annual appraisal with assistants but does not record the details and does not carry out periodic supervision meetings with them as is required by regulation. Whilst no immediate action is required this is an area for improvement and we expect the child minder to take action.

The child minder develops very good relationships with parents. She provides parents with verbal feedback and a detailed daily diary. She collects comprehensive information about each child and their needs and preferences before they start at her setting. Parents we spoke to were very complimentary about the setting and told us their children are always very happy with the child minder. The child minder also works with other local networks and providers to share practice and attend events.

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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29	The child minder must ensure she carries out supervision meetings with her assistants that support them to develop in their role.	New
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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 7 - Opportunities for play and learning	Develop the observation and recording of what children do to support planning for their next steps in play, learning and development.
Standard 7 - Opportunities for play and learning	Further develop the use of Welsh in the setting to support children's development.
Standard 13 (Child Minder) - Suitable Person	Ensure suitable records of staff supervision and appraisal are kept.
Standard 18 - Quality assurance	Use up to date legislation and good practice guides to support improvements and the review of policies and procedures.

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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