



Inspection Report

Sadie Mossman

Deeside



Date Inspection Completed

22/03/2023

About the service

| | |
|--|---|
| Type of care provided | Child Minder |
| Registered places | 10 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Manual Insert] 20 June 2017 |
| 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. |

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| | |
|----------------------------------|-----------------|
| <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's opinions and interests are valued and acted upon. They are confident communicators as their wants, moods and needs are considered. Children are happy and settled. They interact positively with their friends and those caring for them. Children are active and enjoy their play and learning experiences. They are developing their independence well.

The child minder and assistant have a good understanding of their roles and responsibilities to keep children safe and healthy. They have a warm and friendly approach to care giving. The child minder is introducing a more responsive approach to activity planning and focuses on the interests of the child.

The environment is clean, secure and spacious. The indoor and outdoor play areas are well decorated and maintained. Areas for play and learning are appropriately organised and children have access to good quality resources, toys and equipment.

The child minder manages the setting suitably and is working towards making further improvements to create better outcomes for children.

Well-being

Good

Children's opinions and interests are listened to and acted upon. They are familiar with the daily routine and their interactions are positive.

Children communicate with confidence and follow their own interests. For example, a child tells the child minder they really enjoy their sandwich especially the crusts. Younger children show us what they like to play with and smile as they ride the frog apparatus. Children approach the child minder and assistant with ease to make their requests. For example, a child asked politely to paint their craft shaped egg, this was responded to by the child minder straight away.

Children settle quickly as they are greeted warmly by the friendly child minder and assistant. A child felt comfortable and relaxed as they had their nappy changed and babbled happily with the child minder. They are familiar with the daily routines and show us how they wash and dry their hands before mealtimes.

Children respect the toys and resources and co-operate well when it is time to tidy up. They sit nicely at the table during mealtimes and practice good manners. They interact well with their friends, learning to share and take turns. For example, they took turns to place the coloured disks into the battery-operated piggy bank and laughed when hearing the 'oink' sound. Children are praised for their achievements, and this makes them feel good about themselves.

Children are active and curious learners. They enjoy the sensory experiences on offer. For instance, children enjoy exploring the re-cycled objects on the activity wall, developing their curiosity well by ringing the doorbell, looking at their reflections in the mirror and talking on the phone. They sustain appropriate concentration during craft activities and take time to choose their colours to decorate their Easter themed figurines. Children take delight in placing their completed crafts on a lovely display tree. They enjoy story time and are fully engaged, asking, answering questions and commenting on the pictures. During outdoor play, children enjoy searching for daisies, feeling the textures of the grass and exploring the bark of a tree with a stick.

Children are confidently developing their independence as they explore their play area freely. For instance, a child confidently completed a wooden puzzle, telling the child minder they were putting the 'small square' into the 'big square'. Other children enjoyed building a house with a variety of construction equipment. Children are learning to do things for themselves with positive encouragement from the child minder.

Care and Development

Good

The child minder and assistant have a friendly, caring approach and manage interactions positively. They consistently praise children for their efforts and celebrate their achievements.

The child minder and assistant understand their role and responsibilities to keep children safe and healthy. They provide healthy meals and fresh drinking water is readily available. The child minder ensures children have lots of opportunities to play outdoors in the fresh air to develop their physical skills well. They have a good understanding of safeguarding procedures and implement policies appropriately. First aid and safeguarding training is current and suitable for the ages of children cared for. Nappy changing procedures are in line with current infection control guidance. The child minder completes accident and incident records accurately and keeps parents informed. Fire drills are undertaken to make sure children know what to do if they have to leave the premises in the event of an emergency. The child minder encourages children to wash their hands, and this helps to develop their personal hygiene practice effectively.

The child minder and assistant follow the positive behaviour management policy well. Their warm and gentle approach to care giving creates a calm and relaxed atmosphere. The child minder and assistant are sensitive and responsive to the individual needs of all children.

The child minder is at the early stages of implementing a more responsive approach to activity planning and tracks children's development and progress effectively. She develops children's language skills positively and improves their social skills by engaging with the local community. For instance, children attend local play groups, go on trips and outings to see local sites, visit the library to read books and experience travelling on a train. The child minder has captured these experiences in a digital video, and this led to lively discussions with children reminiscing about their days out.

Environment

Good

The child minder provides a safe and clean environment where children can play and learn effectively.

Risk assessments appropriately identify the potential hazards to children and what measures are in place to manage these risks. The child minder implements good cleaning routines and follows current infection control guidance. She makes sure information is available to everyone about how she will deal with emergencies. The child minder and assistant supervise children well and during a walk from school they reinforced road safety rules with children. Health and daily safety checks are being undertaken.

The child minder makes sure the layout of the playroom promotes children's independence enabling them to freely explore and make their own choices about what they want to play with. Toys and resources are of good quality for the ages cared for and children have access to appropriately sized furniture. The environment is welcoming and well maintained. Indoor storage of toys and resources are suitable and accessible to children. The child minder ensures there is a designated area for children to store their personal items and this creates a sense of belonging. She displays children's artwork nicely and this shows children their efforts are valued.

The child minder ensures areas of play and learning are well organised and there is a suitable selection of natural and re-cycled resources to develop children's sensory, language, numeracy and self-awareness skills. Resources and equipment to develop children's awareness about their Welsh heritage and wider cultures is underdeveloped. The outdoor area is limited but attractively laid out and provides children with opportunities to develop their physical skills well, there are pedal bikes, balls, slide, trampoline and large construction bricks.

Leadership and Management

Adequate

The child minder manages her setting appropriately and is enthusiastic about creating improved outcomes for children.

Policies and procedures are in place, and these are reviewed annually. The child minder has a basic understanding of her responsibility to promote the Welsh language. The use of Welsh during the session is at the early stages of development. The child minder has written a statement of purpose, which provides parents with clear information about what the setting offers. The child minder has submitted the assessment of service statement to CIW.

The report, reviewing the quality of care, reflects on the comments gathered from those using the setting, what the setting does well and areas for development. The child minder is currently gathering further comments and views of all those using the setting. She will consider these further comments along with other areas, which may require improvement for the next quality of care review report.

The child minder, person's living and working on the premises disclosure and barring checks are up to date. Her and the assistants training is current. The child minder is committed to developing her knowledge and skills as a childcare professional and is learning about new approaches to develop children's learning through play. The child minder consistently records children's attendance as part of her wider safeguarding practices to ensure children's safety. However, she is not ensuring the assistant records the times of their daily attendance. She has collated the required information on individual children and also for the assistant in their employment file.

The child minder has successfully established good partnerships with parents. We did not have the opportunity to speak to parents during our visit but have received responses to our surveys. The responses from parents are positive, stating that they would recommend the setting to other parents and that the child minder and assistant are 'amazing'. Parents said they find the 'environment stimulating for their child who are always happy to attend'. The child minder has developed effective partnerships with the local community. Photographs of children showed them enjoying their time playing in and familiarising themselves with their local surroundings to achieve better social skills.

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 |
|------------|--|--------|
| 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 | Include the names of the persons that look after children and their hours in a daily attendance record. |
| Standard 23 - Equipment | Provide resources to promote children's cultural awareness and equal opportunities. |
| Standard 7 - Opportunities for play and learning | Strengthen children's oral skills in Welsh. |

| 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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