



## Inspection Report

**Laura Francis**

**Penarth**



**Date Inspection Completed**

**10<sup>th</sup> August 2022**

16/08/2022

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	First Inspection post registration
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</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 are happy and feel safe in the child minders 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 their care and play. Children progress well and are developing their independence.

The child minder is responsive and attentive to the children. She has a warm and nurturing manner and manages children's behaviour appropriately. The child minder knows the children well and meets their individual needs and wishes.

The child minder's home is child friendly and well maintained. Children receive care in a safe, clean, and secure environment. There is adequate space and sufficient resources to encourage children to play and learn. Toys and play equipment promote children's curiosity and are in good condition.

The child minder manages the setting appropriately. There are an adequate range of policies and procedures in place to support the smooth running of the setting. She has updated her mandatory training in line with legislation. Parents are very complimentary of the setting.

## Well-being

Good

Children have opportunities to make choices and decisions about how they spend their time at the setting. They make choices from the toys and activities available to them. They can also make requests for toys which are of interest to them and are stored in other areas of the house. Children express themselves confidently, as they know their wants, needs and moods will be listened to. For example, we saw a younger child make vocal and physical gestures to tell the child minder they had finished their snack and was ready to join the other children.

Children are generally happy, relaxed and they enjoy their time in the child minders care. They are comfortable in their surroundings, familiar with daily routines and have a good sense of belonging. They enjoy the child minders company and happily involve her in their play. For example, we saw a child select a book and give it to the child minder to read to them. Children receive frequent praise for their efforts and achievements, this makes them feel happy and valued. Children have formed affectionate relationships with the child minder and her family members which include her husband and their two children. They often join the children during activities and outings. For example, children become very excited when the child minders husband joins them at lunch time to guess what is in their lunch boxes.

Children are enthusiastic and fully involved in the suitable range of play opportunities on offer. Children concentrate for a good length of time in line with their age and stage of development. Children enjoy one another's company and play happily together. They show interest in what each other is doing and offer each other support when needed. For example, we saw older children support younger children to access items to colour together.

Children are developing their independence skills, enabling them to do things for themselves. For instance, we saw younger children very proudly, place their shoes in the cupboard under the stairs. We also saw older children use the bathroom facilities, washing and drying their hands independently while younger children are supported to practice these skills. At mealtimes younger children are encouraged to feed themselves. However, children could have more opportunity to extend their independence skills.

## Care and Development

Adequate

The child minder keeps children safe and healthy. She has a few policies and procedures which promote children's health. For example, children are encouraged to drink water and wear hats when outside during very warm weather. She has a suitable safeguarding policy and has undertaken child protection training. The child minder has systems in place to record accidents, incidents, and the safe administration of medication. She has up-to-date training in paediatric first aid, enabling her to deal with minor accidents confidently. The child minder requires children to bring food from home but provides water for drinking. She follows procedures to ensure that food is stored and served hygienically and encourages good hygiene practices with the children. For example, the child minder makes sure that the children wash their hands at appropriate times such as before eating. The child minder takes measures to ensure the safety of any child who has allergies and intolerances but does not have a written procedure to support this practice. Most children sit together for mealtimes. However, there are missed opportunities to promote children's social skills at mealtimes. The child minder provides many opportunities for children to get outdoors and enjoy the benefits of fresh air and physical exercise. For example, children access the local park on a daily basis.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She is aware of the individual needs of the children in her care and adapts her practice to support them. The child minder has a suitable behaviour policy which she implements. For example, we saw the child minder very gently distract a child to avoid a potential conflict with another child. We heard the child minder encourage and praise children frequently for their efforts and positive interactions, this helps promote their self-esteem and self-confidence.

The child minder supports children during their play and learning. She joins in with activities alongside the children and provides them with support when needed. For example, we saw her provide children with additional figures when playing with the small world toys, which extended their play experience. The child minder does not do any formal planning, recording, or tracking of children's development. However, she does ask children what they would like to do. She captures key moments and shares these with parents via a messaging service supported by photographs and videos. She identifies and shares what the next steps will be for their child.

## Environment

**Adequate**

The child minder makes sure that the premises are secure, safe and clean. For example, doors were locked when we arrived, and our identity checked before entering. Accurate records are kept of children's attendance as well as of any visitors to the premises. The child minder has an awareness of potential risks and takes sufficient steps to reduce these. However, not all areas of the home are fully considered, or supported by written records. For example, we saw a collection of stagnant water in the garden where children could access, causing a potential risk. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. However, during the inspection we identified that these are not being recorded. The child minder ensures that maintenance checks for the home and appliances are up to date. Where this has not been possible, she has ensured that steps have been taken to reduce the risk. For example, the wood burning fire will not be used until the chimney has had its annual sweep. The child minder ensures that all areas of the home and resources are clean and hygienic to protect children.

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 an adequate play area situated in an open plan kitchen which has a safety gate to separate the two areas. The play area has patio doors directly out to the secure garden giving easy access to outdoor play. There are a suitable variety of age-appropriate toys and resources available both indoors and outdoors. The child minder rotates these to ensure that children have access to a range of play opportunities. Toys, games and books are well organised and mostly stored at low level so children can reach them independently.

The child minder ensures equipment suits the children's age range. She makes sure toys and equipment are clean and in good repair. She offers an appropriate selection of recyclable and natural materials to the children and is planning to introduce more. This will enhance the children's play experiences and support the understanding of re-purposing materials. There are toys and play materials which promote cultural awareness. Various cultural festivals are celebrated with the children, promoting a positive sense of identity, and contributing to building self-esteem.

## Leadership and Management

**Adequate**

The child minder manages the setting appropriately. She is keen to improve her skills and the quality of the care she provides. The child minder has a statement of purpose which mostly provides parents with the relevant information about the setting, so they can make an informed choice. However, a few amendments are required to ensure it provides parents with the information they need to decide whether the setting suits their child's needs. There are an adequate range of policies and procedures to support the smooth running of the service. These policies do not always show when they were reviewed or updated. A small number do not fully reflect the childminders current practice, or the legislation information required. We saw that the children had contracts in place, and these are signed and exchanged with parents prior to the children starting at the setting.

The child minder reviews the quality of her care annually and produces a report, identifying areas for improvement. The review also takes into account the views of parents and 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 told us she is committed to undertake further training moving forward. This will support her understanding and keep her up to date with current practice. All household members over the age of sixteen years living at home have up to date disclosure and barring service checks (DBS).

The child minder understands the importance of working in partnership with parents to ensure that the children in her care receive the correct support to meet their individual needs. Parents we spoke with were highly complementary about the setting, and the care their children receive. They especially appreciate how the child minder keeps them informed of their child's experiences when at the service. They also shared how their children bring the positive routines that the child minder has implemented home with them. For example, holding onto the buggy when out walking.



## **Recommendations to meet with the National Minimum Standards**

- R.1. A procedure for the safe practices regarding food allergies and intolerances should be developed.
- R.2. Children should be given opportunities to practice their social and independence skills at mealtimes.
- R.3. Risk assessments should be recorded to support the identifying and managing of potential risks.
- R.4. Fire drill practices should be recorded and include the date, time completed, all present, length of time taken and comments of significance.
- 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
<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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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<b>Ratings</b>	<b>What the ratings mean</b>
<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.

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