



Inspection Report

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Pontypridd



Date Inspection Completed

10/09/2021

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About the service

Type of care provided	Child Minder
Registered places	4
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert This is the first inspection of the service
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'

Summary

Children are happy, and enjoy their time at the setting. They have good relationships with the child minder and her family and are developing bonds with other children. Children are confident communicators and are able to make some choices about their care and play. Children develop well through the support they receive from the child minder during their play. They access activities that interest them and promote their individual learning needs.

The child minder implements good policies and procedures to promote children's health and safety. Hygiene practices and routines are generally good and most safety measures are in place. There are good quality and easily accessible resources to enrich children's experiences.

The child minder provides an appropriate environment for children. Space is sufficient for the numbers of children cared for. Risk assessments are in place and reviewed as required, ensuring that the environment is as safe as possible.

The child minder provides a good quality service for both children and parents. Overall, she implements her statement of purpose well. The child minder reviews her service on an annual basis has made a number of improvements recently. Parents told us that they are very happy with the service they receive for their children.

Well-being

Children express themselves confidently because they know their wishes and choices will be listened to. Children select toys they wish to play with and engage the child minder in their play. For example, doing jigsaw puzzles. They smile and laugh as they play, listening well and repeating familiar phrases.

Children feel safe and are happy in the child minder's care. They move around the living room, accessing toys and their drink bottle freely. They approach the child minder spontaneously for reassurance and cuddles and smile as they sit on her lap. They enjoy the company of the child minder's own children after school and excitedly approach the stairgate to call them. One child beamed when they successfully completed a jigsaw puzzle and the child minder praised them.

Children are making good progress in their learning and development. Children from a young age learn to recognise basic shapes and colours through fun activities, supported effectively by the child minder. They use pencils to develop writing skills and repeat words in rhymes as they join in singing. As a result, children have fun while learning and make progress in their speech and language.

Care and Development

The child minder implements her health and safety policies and procedures effectively. The child minder has implemented some effective routines to manage the COVID 19 pandemic.

More hand washing and some extra cleaning routines are completed. The child minder tries to provide opportunities for children to be active and get fresh air. She takes the children on walks around the local area and to larger parks. She plans to use the garden in the near future. The child minder updates her first aid training and completes safeguarding and food hygiene training periodically to refresh her knowledge. The child minder is confident in her knowledge of child protection issues and the procedures to follow with any child welfare concern.

The child minder gets to know the children well and communicates effectively with parents to keep her understanding of their needs up to date. She provides suitable resources and activities that keep the children interested and help them to learn. The child minder joins in with their play to support and extend their learning. The child minder has written plans for a few of the activities she provides and keeps some records of children's individual development.

The child minder adopts a calm, positive approach to managing children's behaviour and is enthusiastic and kind in her interactions. She handles minor disputes between children calmly and sensitively. For example, she gave clear explanations about sharing and turn taking with a puzzle and provided additional resources when children squabbled over a pencil. As a result, the children were able to re-engage and play co-operatively.

Environment

The child minder implements suitable policies, procedures and risk assessments to maintain a safe and hygienic environment. The premises is secure, allowing only authorised persons to enter and visitors are recorded. The child minder follows risk assessments to ensure a safe environment is maintained for children. These include risks from the pet dog, access to the outside, Covid 19 and the general indoor environment. There are no obvious hazards, as suitable safety equipment is in place. The child minder regularly practises the emergency escape plan and keeps basic records of these.

The child minder provides a suitable environment that meets the national minimum standards. Toilet facilities are appropriate and sleep facilities are adapted according to the needs of the children. Only the downstairs lounge is used for play and there is sufficient space for children to access a good range of activities. There is a dining table in the lounge, which is generally usually used for children to eat at, but we observed highchairs being used as the children were under 18 months. Children are always supervised when eating. The child minder prepares food that is provided by parents. The child minder does not currently use rear garden, but plans to improve the area so it can be used shortly.

Resources and play equipment are plentiful and stored in boxes in storage units that can be easily accessed by the children. Resources include a good range of diverse toys and books, including the Welsh language.

Leadership and Management

The child minder has an up to date statement of purpose and manages her service well. She has policies and procedures that reflect the current service she offers. The child minder is increasingly maintaining records electronically. Policies and procedures do not currently outline how this works in practice. Children's records are well organised and can be accessed easily when needed. The setting is registered with the Information Commissioner's office.

The child minder is committed to providing a good quality service for both children and parents. She completes an annual review of the quality of care she offers. This reflects on the feedback from parents, outlines her strengths and identifies any areas to develop across all themes. Plans are in place to use the rear garden as an outcome of the last review of her service. The child minder provides CIW with information as requested and submitted the Self-Assessment of Service Statement in July 2021.

The child minder makes every effort to maintain good relationships with parents and keep them informed. She uses social media and an electronic app to communicate with parents, but brief daily conversations are also held. Parents comment very positively on the service and the care the child minder provides. The child minder has developed strong links with the local authority childcare teams and public health department during the covid pandemic.

Recommendations to meet with the National Minimum Standards

R1 Review policies and procedures to ensure they reflect how electronic systems are used to maintain some records and communicate with parents

R2 Review policies to reflect the recent Additional Learning Needs legislation

R3 Ensure that children's developmental records are updated regularly and the information is used to support activity planning

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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