



## Inspection Report

**Hayley Egan**

**Colwyn Bay**



**Date Inspection Completed**

*27/07/2023*

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> This is the first inspection since registration
Is this a Flying Start service?	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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You must reproduce our material accurately and not use it in a misleading context.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</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 active and curious learners and make choices about what they want to play with. Interactions between children and the child minder are good. Children settle quickly and enjoy getting out what they have chosen to play with. Children's opinions and interests are valued and acted on. They develop their independence skills well.

Children are cared for by a child minder and two assistants who deliver good care and are committed to ensuring children grow and develop well. The child minder promotes children's play, learning and development well through a range of activities. Individual needs are met successfully, and children are safe and healthy. The child minder manages interactions effectively.

The environment is clean and welcoming. Plentiful resources provide good opportunities for children to develop a range of skills. The layout of the lounge and kitchen promotes children's independence and is organised to enable them to freely explore and make their own choices about what they want to play with. The child minder ensures that a garden develops children's interest in nature feeding birds and growing a few vegetables and herbs.

The childminder has built positive partnerships with parents who she keeps well informed about their child's day. The child minder regularly meets with other child minders in the area for socialisation with the children. She takes her children to local areas of interest, supporting them to successfully discover more about the world around them.

**Well-being**

**Good**

Children let the child minder know what they want to play with and bring toys to show her. Their requests are listened to even those of the youngest children and acted on by the child minder, such as doing jigsaw puzzles or becoming hungry and ready for lunch. Children chat happily with the child minder and the assistants and make decisions about their play such as what to do and where to sit. They choose their own sandwich fillings at lunch time and they ask for something different if they do not like the fillings on offer.

Children feel safe, happy and valued. They settle well, play happily and enjoy choosing their own toys and equipment, with excited chatter as they make up games. Children are reassured and provided with praise and lots of encouragement. They develop a sense of belonging and show attachment to the child minder and assistants. Children enjoy care, which is warm, relaxed and respectful of their needs. They are confident, as the daily routine is familiar and this ensures children feel secure as they know what is going to happen next, such as going outside before lunch. Children enjoy plenty of warm affection from the child minder and her assistants coming for reassurance, and a cuddle before going back to play happily.

Children interact well with the adults around them, and they ask for help, for example to climb on a chair to join friends playing at the table. Children listen well to the child minder who has a friendly manner; they know she is listening and responding to what they have to say. They proudly show an assistant what they are doing and invite her to join in with a game of Jenga. Children have good relationships, and they are kind. The way they smile and play together, for example in the mud kitchen, shows how children like coming to spend time together.

Children enjoy their play and learning activities with toys and equipment available to them, such as inventing games with the small world and vehicles. They make tea for one of the assistants and ask her to choose what she would like to eat. They are confident to chat to the child minder whilst playing and making the most of the range of activities and resources. Children were busy and fully interested in what they were doing including playing in the water and watching the bubbles burst. They have great pleasure when they see a butterfly and follow the insect as it goes round the garden.

Children have good opportunities to develop skills of independence and they are confident to move around playing with toys of their choice, selecting confidently from the range available and set out. Children are confident to go to the bathroom by themselves and wash their hands. The child minder told us they regularly go out to different places in the local area such as toddler groups, allowing them to have a range of experiences and socialise. Children follow their own interests, with the child minder and assistants on hand to provide help and support, gently suggesting toys they would like to play with. Language including Welsh is developing through books, questions and lots of chatting.

## Care and Development

Good

The child minder and her assistants know how to keep children healthy and safe. They have attended training such as Paediatric First Aid and safeguarding which ensure they can deal with any accidents appropriately and know how to keep children safe. The child minder is aware of the importance of providing a healthy diet and has recently amended her menu. Children are offered alternatives if there is something they do not like. They undertake fire drills regularly to ensure everyone knows what to do in an emergency. Relevant policies and procedures are in place to keep children safe and healthy. A safety checklist has been completed and risk assessments undertaken to identify and manage any hazards. The child minder pays good attention to hygiene, ensuring children wash their hands and the table is wiped before eating. The child minder and her assistants ensure children enjoy their play and learning safely.

Children experience responsive care from the adults who listen and show them respect. Realistic boundaries are set and through positive responses the children are helped to understand simple rules. The child minder's positive attitude with lots of smiles and plenty of praise enables the children to feel good about themselves and this increases their self-esteem and helps them feel valued. The care is relaxed, and child led, ensuring children's emotional well-being is nurtured and they are happy.

The child minder and her assistants interact with warmth and kindness, giving plenty of praise for small achievements, which makes the children smile. An information document is completed before children start, so the child minder has a good idea of what the children like to do and their individual preferences. The child minder is knowledgeable about children's development and successfully meets their needs. Children's individual routines are followed with the child minder using simple Welsh words and phrases with the children. Parents receive a good level of detail about the child's day, so they know how the children have spent their time. The child minder plans activities which link to special occasions and places of interest. She ensures children are busy with experiences they enjoy. A range of photographs displayed in the kitchen evidenced activities and visits the children take part in and enjoy. She provides a range of play and learning activities and respects all the children's choices and requests effectively. The child minder and her assistants promote children's play and learning effectively, developing their curiosity and thinking skills by providing positive support.

## Environment

Good

The child minder ensures the premises are safe and well maintained and meets the needs of the children. The front door is kept locked and visitors to the service are recorded. The child minder makes sure equipment is safe and the environment and toys are clean, well maintained and age appropriate. A safety checklist has been completed and risk assessments carried out, including those for places visited. The child minder is aware of her responsibilities, delegates well and as a result all supervise children well during their activities.

The child minder ensures the environment is suitable for the children. She provides plenty of toys and equipment such as two playhouses, one with a slide. This outdoor space makes the children feel comfortable and keeps them busy. Activities are organised and toys and games easily reached by the children. She ensures the environment is welcoming to children as it is light and bright and well organised. Equipment and furniture are clean and in good repair. A secure and enclosed garden is suitably resourced with different areas, enabling even the youngest children to enjoy outdoor play and have fun on sit and ride toys.

Toys and equipment provide good opportunities for children to develop a range of skills. For example, a mud kitchen with real life metal items such as pans ensures children can follow their ideas and play imaginatively. There are a variety of materials including plastic and natural objects which give the children the opportunity to work with different textures, surfaces and the layout promotes children's independence. A picnic table enables children to sit together when they eat outdoors. The lounge is organised so children can freely explore and make their own choices about what they want to play with. The child minder makes sure a few pieces of children's work and photographs are displayed on the wall and this creates a sense of belonging and shows the range of activities enjoyed such as baking.

## **Leadership and Management**

**Adequate**

The child minder has a written a statement of purpose, which provides parents with the required information about what the service offers. Appropriate policies and procedures are available for parents and reflect the current care provided, however many of these were in the process of being updated. An appropriate record of children's attendance and the child minding assistants is kept. The child minder employs two assistants to help her run the provision and is a member of a support organisation Pacey. She finds this useful to keep up to date with information about her child minding and utilises some of the documentation provided, such as contracts.

The child minder is improving the service she provides. She reflects on her service and is aware of her strengths and areas to improve. We received written confirmation that most of the recommendations from this inspection regarding updating documentation have been completed. These include a nappy changing book, a food diary and a review of the additional learning needs policy and the complaints procedure. This shows the child minder is proactive in improving her service, wanting to reflect best practice and good levels of care. She knows her setting well and has developed her service with some new equipment and additions to the outdoor area. Parent's views are considered, and feedback is actively sought.

The child minder ensures both she and her assistants keep up to date with all mandatory training and current thinking. This improves their knowledge to carry out their role effectively. All persons living and working at the property have a current Disclosure and Barring Service (DBS) check and are on the update system whereby they continually renew.

The child minder has built effective partnerships with parents. She keeps them well informed about their child's day and how they have enjoyed their time with her. The child minder is sensitive to the needs of the children and their parents and registration forms are completed before the child starts, so the child minder can provide appropriate care. Regular updates from parents ensure that the changing needs of the children can continue to be met.

### 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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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)
	No NMS Recommendations were identified at this inspection

Ratings	What the ratings mean
<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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