



## Inspection Report

**Gemma Hann**

**Caerphilly**



**Date Inspection Completed**

24/02/2022

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## 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> First inspection
Is this a Flying Start service?	<a href="#">Manual Insert</a> 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.

## **Summary**

Children are very happy and comfortable in their surroundings and form warm relationships with the child minder. The child minder is very child centred with a strong emphasis upon children's participation and consultation. Children develop well as they follow their interests and find the play and learning opportunities fun and engaging.

The child minder is very responsive and attentive to the children. She knows the children very well and plans around their individual needs. She is appropriately qualified and completes lots of additional training to ensure her professional development reflects current childcare working practises. She has a good understanding of safeguarding children and is able to support their well-being.

The child minder maintains the home to a very good standard and keeps the environment safe, secure and clean. She sets the environment up so that it can promote children's play, learning and independence well. There are dedicated well-resourced and well-organised play areas, both inside and outside of the home.

Comprehensive policies and procedures are in place to ensure the child minder operates her service effectively and she implements most of these well. The child minder needs to strengthen some policies and record keeping, but overall she operates her service very effectively. Partnerships with families are strong and well established.

Children have a strong voice at the service and their communication is valued and respected. They direct their own play, in line with their ideas or interests. For example, the child minder linked children's interests in bird watching to 'The Big Garden Birdwatch' survey organised by The Royal Society for the Protection of Birds. Children's interests helped develop the outside play area. Currently there is no formalised complaint's procedure for children aged over eight years, but the child minder said she would develop a suitable addition to her complaints policy.

Children are very happy, settled and relaxed. Children are familiar and comfortable in their surroundings and routines. Settling in procedures help young children separate from parents easily and quickly become reassured in new surroundings. Children's work is valued and displayed to build their sense of belonging and self-esteem. Children are confident and eager to engage.

Children play very well together showing patience and respect for their friends. They respond well to the child minder and follow simple instructions. They develop their social skills and friendships. All children play happily together and older children are caring and include younger children in their play, showing interest in others achievements. For example, older children prompted younger children to make sounds of certain animals and laughed and congratulated the child when they were able to roar like a lion or hiss like a snake. Children spontaneously say 'please', 'thank you', and are eager to help friends.

Children are very happy in their play and enjoy learning. They concentrate well, for example, the children had a set of binoculars and were extremely interested in looking through them to spot birds. They talked animatedly about the birds they had identified and recorded in a bird watching book. They were happy to show and tell us about the outside area, which to their delight, included a low climbing wall with real grips for climbing. Other children practised their writing and drawing and exclaimed "I love doing them. Cool!" Younger children giggled with delight when listening to stories they had chosen.

Children are learning to be independent. The child minder encourages children to do as much for themselves as possible in line with their age and stage of development. Older children wash and dry their hands, store away their belongings, tidy up and problem solve during play. Play opportunities help develop their confidence and this in turn supports them to learn new skills.

**Care and Development****No Rating Required**

The child minder implements her procedures to keep children safe and promote their development and well-being. She knows the children well including their individual allergies, dietary requirements and medical needs. She has a clear understanding of safeguarding procedures and her responsibilities to keep children safe, but has not as yet set up a confidential recording system should any referrals need to be made. She has systems to record accidents, incidents, pre-existing injuries and the appropriate administration of medication and knows to monitor these regularly. She encourages indoor and outdoor exercise promoting children's physical well-being and promotes healthy lifestyle choices and healthy eating. She regularly practices and records fire drills with the children. The child minder has current paediatric first aid training and has the knowledge to deal with minor injuries. The child minder supports children's emotional well-being as she has introduced wellbeing activities to help children explore feelings. For example, 'Mighty Mondays' to discuss what the children feel they are good at, 'Thoughtful Tuesdays' about being thoughtful, 'Wishes Wednesdays' about their ambitions etc. The child minder encourages children to assess risk as they get older and are encouraged to think about road safety when out. The child minder has a very good understanding of the children's needs and has a positive behaviour policy to support this. She is able to identify and manage children's behaviours at different stages of their development. She is a positive role model for children, speaking kindly and respectfully to them at all times. She responds to the children calmly and practises appropriate behaviour management strategies; for example, using lots of praise and listening to children. She provides appropriate activities for children's individual abilities and encourages children's curiosity ensuring that they do not become bored or frustrated.

The child minder can skilfully identify children's individual needs and plans a good range of appropriate play opportunities to support their learning. Children were excited about trips to St. Fagan's Museum and Cardiff museum, which the child minder had arranged with children's interests in mind. These experiences broaden children's knowledge and understanding of the world they live in. She uses technology to identify, observe and plan around children's developmental needs. She sets up areas so that children are curious and have choice in how they wish to play. She encourages an element of 'risky play' for older children. She supports children to make decisions and grow in confidence. For example, younger children are encouraged to choose their storybooks and press interactive buttons as the child minder reads the story to them.

**Environment****No Rating Required**

The child minder provides a welcoming 'home from home' environment for children, which she ensures is safe, secure and can meet children's needs. There is sufficient space allowing children to play in comfort. There is good natural light and the living room and play area is child friendly and considered from a child's perspective, most toys easily accessible in labelled storage boxes. In addition, there is an outdoor area, which is safe, secure and imaginatively resourced. The child minder completes daily checks and has done risk assessments for all areas. No risks were evident during the inspection.

The home is safe for children. The child minder completes utility safety checks, although there had been a 10-day delay in renewing the 2022 gas safety certificate, which we discussed with the child minder. The child minder checked our identity upon arriving at the home, but did not ask us to sign a visitor's book. Older children have easy access to a downstairs bathroom and to the outside play area, which promotes their opportunities for independence. Younger children access an upstairs room for sleep and we discussed this arrangement with the child minder.

The child minder has a good selection of toys and equipment that are appropriate, fit for purpose and in good condition. There is a wide supply of small toys and learning resources, together with age appropriate books, including some cultural books. The child minder recently purchased new welsh resources to enrich children's play experiences and understanding of their heritage. There is comfortable furniture for relaxation and suitable seating and a table for table - top activities. Recycling is encouraged and we saw a model of 'Kevin the Koala' made from cardboard boxes proudly displayed in the living room. The child minder monitors all of her resources to ensure they are appropriate and promptly replaces old or worn items.

## **Leadership and Management**

**No Rating Required**

The child minder has a clear understanding of her role and responsibilities and undertakes these very competently. She has policies and procedures in place to ensure her service operates to high standards. The policy file is comprehensive, well organised and parents receive information about key policies and procedures. The statement of purpose is clear and reflects how the service operates so that parents can make an informed decision as to whether it is suitable for their child. Record keeping, overall, is of a good standard and she is registered with the Information Commissioner's Office as she uses technology to record information within her business. The child minder has a system for monitoring and reviewing her child minding business and consults with parents and children to assess how happy they are with her service. She undertakes an annual quality of care review and submits her Self-Assessment of Service Statement (SASS) as required. Consultation with parents and children is meaningful and leads to the development of the service. In her most recent review children gave feedback that they would like a calm/ reading corner so the child minder has organised this. Both she and her husband have current Disclosure and Barring Safety checks and paediatric first aid training, although she does not employ her husband at the service.

The child minder is appropriately qualified and has completed all mandatory training, including, paediatric first aid, safeguarding and food hygiene. She also undertakes additional training such as, Understanding Foundation Phase in Wales, Schemas and Effective Partnerships. This ensures that she is up to date with current child care practices and supports her own professional development. There are arrangements in place should an emergency arise, with family members available to step in and support the child minder should such an event occur.

The child minder builds very good relationships with parents, and establishes good partnerships to improve children's learning and development. Parents are encouraged to view their child's Learning Journey via the 'Kinderly' app and they have the opportunity to add their own comments and thoughts and suggestions. We also observed good communication between parents and the child minder whilst they were collecting their children.



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

R.1. Develop the complaints policy so that it outlines the complaints procedures for children aged over eight years old.

R.2. Develop a confidential system to record any child protection concerns and referrals made to social services.

R.3. Establish a means of recording visitors to the property during child minding hours.

R.4. Devise a sleep policy to identify procedures around caring for sleeping children.

### 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
N/A	No non-compliance of this type was identified at this inspection	N/A

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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