



Inspection Report

Geraldine Price

Bridgend



Date Inspection Completed

14/06/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
Is this a Flying Start service?	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>	Adequate
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children feel very secure, happy, and comfortable at this setting. They play freely, are content, and communicate their needs confidently. Children choose toys and activities which interest them from the selection available. They have positive and affectionate bonds of attachment with the child minder.

The child minder provides a nurturing and caring environment and meets children's needs successfully. She offers a range of free play opportunities and some planned activities for children to access independently or with support.

The child minder ensures the indoor environment is safe, clean, and well maintained. The premises are welcoming, homely and well organised. The child minder provides a range of engaging resources, which extend children's play and development.

The service is managed well. The child minder has a beneficial range of policies and procedures. The child minder has a very strong culture of continuing professional development. Communication with parents is effective.

Well-being**Good**

Children have a valuable voice in the setting. They have good opportunities to make choices and decisions. For example, choosing which resources they would like to use, what activities to do next and what colour paint to use.

Children are clearly safe, happy, and very comfortable in the child minder's care. Nearly all children are extremely content and show enjoyment of the activities. For example, one child thoroughly enjoyed imaginative play and pretended to put out a fire. The child minder was part of the role-play and fully engaged with the children; reminding them to put on their firefighter's suit before tackling the fire.

Children are very settled and happy within the setting. They are forming successful bonds of affection with the child minder. Children enjoy her company and chatter away as they play and get on with the routine of the day. Children are skilfully encouraged to speak about topics which interest them. For example, they talk about a story they have been reading about a caterpillar. They ask questions and think about what the caterpillar likes to eat.

Interactions between the children and the child minder are consistently good. Children interact well together and are learning to manage their behaviour appropriately. For example, they take turns and share, especially when eating snacks and playing. Children co-operate well for their age and are actively interested and engaged in the play opportunities available to them. Children are beginning to form friendships with each other, especially when playing.

Children show strong and positive engagement in their play and learning. They were fully engaged in the activities available. For example, children were excited to use paint on their hands to create a caterpillar. Children are keen to share their successes with the child minder. Children play appropriately for their age and stage of development. They listen, share resource, take turns and follow directions from the child minder. For example, children listened to the child minder when she reminded them to take turns with the butterfly garden.

Children have opportunities to develop their skills and independence. They are encouraged to independently use cutlery to spread butter on toast, to feed themselves at mealtimes as well as retrieve and use resources independently.

Care and Development

Good

The child minder is aware of her responsibilities to keep children safe and healthy. She implements good cleaning and hygiene procedures. Children are encouraged to wash their hands frequently, especially before and after eating as well as after an activity. The child minder maintains appropriate food hygiene records, however, needs to ensure her training is up to date. The childminder supervises children appropriately. However, one area of supervision required further reflection and assessment. Since our visit, the child minder has swiftly implemented more robust procedures.

The child minder is aware of safeguarding procedures and ensures her training is up to date. She is aware of the procedures to follow if she has any concerns about a child. She completes appropriate medication and accident forms and maintains the appropriate registers, which are accurate and reflect the exact arrival and departure times. Children's privacy and dignity is respected when they use the toilet.

The child minder manages interactions between the children positively. She consistently models good behaviour and is gentle and calm. She is constantly asking questions and suggesting worthwhile ideas for the children. For example, when children were painting – *“Can you draw a circle or a square?”* and *“What did the caterpillar eat? How many did he eat?”* Children are effectively encouraged to respond to questions and always praised for their answers and suggestions.

The child minder manages the children's behaviour well. She encourages the children to wait their turn and to be kind to others. Children are confident to approach her if they need help or want something. The child minder knows the children well and shows consistent understanding of their needs. She offers patient care when children become tired and unsettled and provides a nurturing and caring environment.

The child minder supports children's learning in a positive way. She is knowledgeable about children's development and leads planned activities. The child minder assesses children's progress and monitors their learning and development through using appropriate records. At present, the child minder implements the principles of the Foundation Phase but is looking at the new curriculum and planning appropriately.

Environment**Adequate**

The child minder ensures the indoor environment is safe, clean, and well maintained. The child minder keeps a record of the visitors to the premises. The front door is locked once the children have arrived, and the key is kept out of children's reach. She practises regular fire drills at varying times so children are familiar with this routine. Comprehensive and robust risk assessments are in place and show that risks have been considered and minimised where possible.

The premises is welcoming, well organised, and homely. Children benefit from a dedicated playroom which is organised and full of resources. Within the playroom, there is low-level, accessible storage which children can easily access. Children freely move between the playroom, hallway and kitchen and can easily access a downstairs bathroom which is clean, well maintained and child friendly. Older children can use a first floor living room to relax, watch television and play board games following a day in school. At the time of our visit, the outdoor area was undergoing an extensive makeover. Careful consideration has been given to the planning and development of the outdoor area. On completion this area will impact positively on the children using the setting. Children will be able to access the outdoor area independently through the patio doors in the kitchen. In the meantime, the child minder makes very good use of a local park which has very good play equipment to ensure that children enjoy and benefit from time outdoors.

The child minder encourages children to freely explore the indoor environment, which has a good range of quality toys and play equipment to suit their individual needs. She provides interesting and sometimes innovative resources which promote curiosity and encourage imaginative play. For example, the childminder provides dressing up items which can be used in a variety of ways and are not limited to one character. Diversity is celebrated through varied resources. Displays and posters within the playroom explore different cultures and languages. Age-appropriate resources are provided for children who access the provision after school.

Leadership and Management

Good

The child minder runs her setting well. She is very organised and keeps all the required records to a good standard. She is registered with a professional association for childcare and early years. At the time of our visit, the statement of purpose required some updating. This was completed swiftly and is now an accurate reflection of the service provided. The child minder has a range of accessible and beneficial policies in place. She is suitably qualified and has a clear vision for the future running of her setting. She has a very strong culture of continuous personal development. For example, she has undertaken training on the Curiosity Approach and recently completed 'Block Play' training. Updating her practice in this way and a commitment to continuous development positively benefits the children in her care.

The child minder reviews and reflects upon her setting and produces a comprehensive and purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The report looks at what works well and clearly targets areas for improvement. For example, the outside area has been prioritised for development. Targets are child led and the process of review clearly prioritises children as the focus of the process. The child minder engages positively with Care Inspectorate Wales (CIW), consistently and swiftly acting on recommendations in relation to her service.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal handovers and the daily use of an app. People who use the setting were positive about the level of handover information given and state that communication is very good.

Some people who use the service have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, *“(She) really cares about the all-round development of our children...goes to great lengths to ensure the children have a variety of activities both play focused and educational”* and *“It is clear how much (she) enjoys her job and I always feel happy and comforted knowing my child is in her care.”*

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
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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)
Standard 10 - Healthcare	Ensure that food hygiene training is updated.
Standard 24 - Safety	Ensure all children are supervised appropriately at all times.

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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Date Published 24/07/2023