



Inspection Report

Elizabeth Fothergill

Bridgend



Date Inspection Completed

27/02/2023

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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	Manual Insert] 10 May 2017
Is this a Flying Start service?	Manual Insert] 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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are confident, happy and enjoy their time at the child minder's home. They smile, laugh, and engage well. They have plenty of choices and make decisions about what they want to do.

The child minder understands and implements policies effectively to promote safety for children. She has positive relationships with children, offering encouragement and praise.

The environment is secure and maintained to a good standard. Basic risk assessments are in place. Children have access to a range of developmentally appropriate play and learning resources. Children regularly visit local areas of interest such as parks and beaches.

The experienced child minder manages her setting well. She is organised and works well with parents. We, CIW (Care Inspectorate Wales) have made four recommendations at the end of this report.

Well-being**Good**

Children are confident communicators. They have good opportunities to make choices and decisions about what activities and resources they want to play with. We saw children freely engaging in the role play and interact in a throwing and catching activity.

Children are happy, settled and cope well with separation from their parents or carers. They have positive bonds of attachment with the child minder. Children receive support and reassurance, having regular cuddles and comfort when they need it. They are familiar with routines. For example, at mealtimes and rest times.

Children express enthusiasm and enjoyment. They laugh and engage with the child minder, interacting well on a one to one basis as well as during play and learning activities. For example, when blowing 'hot food' in the role play kitchen.

Children enjoy their play and learning and follow their own interests. For example, they independently access the role play kitchen and engage in play opportunities with different resources such as puzzles and action songs. Children access a range of opportunities at the child minders home and in the local area, which promote their all-round development.

Children are developing their independence skills positively. Younger children are supported to wash their hands, whilst older children do so independently. Children feed themselves at mealtimes, competently using cutlery. They respond well to the child minder, following instructions given, such as helping to put toys away and tidy up. Children choose to engage in activities or select resources independently.

Care and Development

Good

The child minder effectively implements policies and procedures to promote safety for children. She has recently attended a child protection course and is aware of her responsibilities to safeguard children, appropriately answering safeguarding scenarios and has a basic understanding of Prevent duty. She holds current first aid and food hygiene certificates. However, her first aid training was due to expire soon, with no other course booked. Following the visit, the child minder provided evidence of new training being booked. Appropriate accident and incident records are completed as required. Medication records are also in place, although none have been completed recently as they have not been required.

Parents provide a packed lunch and suitable drink for children, whilst pre-packaged snacks are provided by the child minder. Effective cleaning and hygiene practices are in place. For example, the child minder encourages children to regularly wash their hands and follows her nappy changing policy appropriately.

The child minder understands her behaviour management policy and consistently implements positive strategies. She engages with children at their level, often sitting on the floor with them. The child minder knows children very well and has sound knowledge of their needs, with some children attending her setting for many years. She has positive relationships with children, offering encouragement and praise. Regularly telling children, *"Well done"*, *"Good boy- you did it!"* and encourages good manners repeating *"please and thank you"*. She interacts with warmth and kindness. We saw her give children cuddles and sit them on her lap to complete activities. They engage in singing and dancing together with lots of laughter.

The child minder is aware of children's individual development, although she does not have any formal records in place. Following the inspection visit, the child minder has confirmed she is introducing records which link observations of development, planning and next steps for children. The child minder provides a range of play and learning activities, indoors and out. For example, we saw the child minder sit with children, playing with cars, learning colours, and counting. She confirmed children regularly go on walks and visit local parks, beaches, playgroups and play areas. They celebrate a range of festivals and promote diversity through some of the resources available. For example, activities were in place to complete St David's day crafts. No Welsh was spoken by the child minder, although she confirmed she uses some basic Welsh words.

Environment**Good**

Overall, the child minder has appropriate policies in place and ensures that the environment is suitably safe, secure, and well maintained. The front door is secure, and visitors are signed in. There are basic risk assessments in place. However, they need to include more detail in relation to activities and areas of the service and be formally recorded. Daily visual and monthly checks are completed, showing the child minder monitors and manages any potential hazards in areas used by children. Regular fire drills are undertaken and recorded, so children know how to exit the premises quickly and safely in an emergency. Cleaning routines reflect good hygiene practices and appropriate heating checks are in place. Since the last inspection, the child minder has a new pet dog at the service. The dog is kept in the kitchen and a stair gate prevents access to children's play areas. Children are encouraged to have supervised contact with the dog and consent forms are in place, showing parents agree to this.

The home is light, bright, and well maintained. Children have access to a large living/ dining area, conservatory, and downstairs bathroom. There is direct access into the secure garden from the conservatory. The child minder confirmed the living/dining area is the main area used for minding. Following the last inspection, stickers have been placed at children's height on the glass doors, so they are able to see when doors are closed.

The environment meets most of the children's needs and enables them to reach their full potential. Inside, there is a wide range of equipment stored in the conservatory, which children can access with support from the child minder. The outdoor play space is secure, although the child minder confirmed they do not use the garden area within winter months. When the garden is not in use, the child minder ensures children access opportunities outdoors by visiting local beaches and parks.

The child minder provides a range of quality, developmentally appropriate play and learning resources. There is a range of resources to ensure children have a large variety to choose from. For example, construction play, sensory activities, reading books, role-play activities and board games. Children can access toys and resources easily or can request them if they are stored in the conservatory or out of reach. There is appropriate equipment for the ages of the children who access the service. For example, large and small table and chairs, prams, and highchairs.

Leadership and Management**Good**

The experienced child minder runs her setting well and complies with the national minimum standards and regulations. There are accurately maintained records, including registers which record actual times of children's arrival and departure. However, the child minder does not always keep a record of which household members are present. Following the inspection, the child minder has confirmed these records are now maintained accordingly. All household members Disclosure and Barring Service (DBS) checks are up to date. The child minder has an up to date statement of purpose that accurately reflects the service provided.

Children have accurate and complete contracts, with a range of consent forms in place. The child minder reviews her policies regularly. Updates are recorded, with new policies implemented following the last inspection. However, some policies require further development and more detail to reflect changes in recent legislation. The child minder has up to date certificates such as public liability insurance, ICO (Information Commissioners Office) and car documents.

The child minder reviews and evaluates her setting effectively. She has recent quality of care reports and is currently in the process of completing one for this year. A range of recent questionnaires were viewed from children and parents. The child minder confirmed these views will be included as part of the on-going review.

The child minder keeps up to date with training and uses resources available to her through her memberships. The child minder promotes positive partnerships with parents, keeping parents up to date mostly through verbal conversations at the start and end of the day. The child minder has positive links with local schools, playgroups and other child minders in the area.

Recommendations to meet with the National Minimum Standards

R1. Introduce formal records of children's development and planning to support children's next steps in learning

R2. Ensure written risk assessment are thorough and reflect all areas and activities at the setting

R3. Ensure policies reflect current information

R4. Ensure mandatory training is booked and undertaken in a timely manner.

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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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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