



## Inspection Report

**Ceri Walker**

**Menai Bridge**



**Date Inspection Completed**

30/09/2022

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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	4 & 9 April 2019
Is this a Flying Start service?	
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.

<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 happy and have a warm relationship with the child minder. They enjoy their time at the service and are confident to communicate their needs. The child minder is kind and supports children in a warm and positive manner. She is aware of her responsibilities in keeping children safe and generally promotes healthy habits, although she does not always follow best practice regarding infection prevention and control. The child minder ensures the property is welcoming and safe and provides a good range of toys and resources. She has introduced a system where any potential hazards can be monitored and managed appropriately. The child minder manages her service appropriately and understands her regulatory responsibilities but does not always inform Care Inspectorate Wales of occurrences as required. The child minder ensures suitability checks are kept up to date and parents are kept well informed about their children's development and of any changes to the setting.

**Well-being****Good**

Children are happy, confident and settled. They move around the toys and activities freely and can choose for themselves as resources are stored within their reach. They are confident to follow their own interests and to show the child minder what they want. For example, by asking the child minder to help them empty a box to create a cosy den.

Children have formed a warm relationship with the child minder and each other. They feel secure and are confident in their surroundings. For example, they were confident to talk with us and show us their favourite toys. Children are confident to approach the child minder for comfort and are provided with positive words of encouragement and hugs when needed. For example, when children were tired they showed the child minder they wanted their comforter and settled down on her knee for a cuddle.

Children share resources and play alongside each other well. They happily chat to the child minder about what they are doing and are eager to involve her in their play. For example, children are eager for the child minder to read them stories and ask her to join in when rolling the ball to each other. Children enjoy the activities available to them and concentrate well. For example, they persevere with jig saw puzzles with a little encouragement even when they have difficulty placing the pieces.

Children have a good range of experiences and are able to spend plenty of time outdoors. They use the garden whenever the weather permits and have regular trips to local playgrounds, places of interest and toddler groups where they have opportunities to develop physically and socially. Children are encouraged to do things for themselves, such as tidying up at the end of activities, feeding themselves and washing their own hands. This helps them to gain confidence and promotes their independence.

## Care and Development

Good

The child minder understands her responsibilities to keep children safe and healthy. She has completed safeguarding training and is familiar with the correct procedures to follow should she have any concerns about a child in her care. The child minder has up to date Paediatric First Aid training, meaning she is prepared to deal with any accidents or emergencies which may occur. Any accidents are well documented and are signed by parents, showing they have been informed. Fire drills are completed regularly and recorded appropriately.

The child minder generally promotes healthy habits. She provides plenty of opportunities for children to develop their physical skills and spend time outdoors in the fresh air. She ensures children clean their hands when appropriate, such as after using the toilet and before eating, promoting good hygiene. However, children used the same hand towel to dry their hands, thus increasing the risk of cross infection. She also does not always wear a disposable apron during nappy changing as recommended in current infection control guidance.

The child minder has built positive relationships with the children. She is kind and friendly and deals with any unwanted behaviour calmly and fairly. She uses positive methods to redirect children if they begin to show any unacceptable behaviour. For example, by clearly explaining to children what is expected of them when they are having difficulties sharing or taking turns during activities and by distracting and redirecting them if they start to display any unwanted behaviour. The behaviour management policy outlines the practices seen during our visit.

The child minder plans a range of activities that are interesting and help children to learn and develop their skills. She plans activities in line with children's interests and ensures they have plenty of opportunities to spend time taking part in activities in the local community, such as toddler groups and visiting local attractions. The child minder collects plenty of information about children before they attend the setting, allowing her to plan to meet their individual needs effectively. Observation notes about children's progress are kept on their individual files, allowing the child minder to plan effectively for their next steps of learning. Parents are kept up to date with information about their children's day through private messages and verbal feedback at the end of each day.

## Environment

Good

The child minder provides a clean and safe environment for children. Visitors to the premises are required to sign in using the dedicated visitor's book and the doors and garden areas are secure. Records of children's attendance are kept in the child minder's diary. However, the times of arrival and departure are not recorded. The child minder monitors and responds to any potential hazards in a timely manner. For instance, she puts appropriate measures in place immediately in response to any accidents or incidents to minimise the risk of re-occurrence. The child minder has recently changed the way in which she monitors and manages any potential hazards. Where she has not been keeping written records of her daily safety checks, she has now formed written risk assessments, which outline the potential hazards to children and the measures put in place to manage these risks. The child minder needs to ensure these are reviewed and updated regularly in order to ensure risks are monitored appropriately.

The child minder provides a welcoming and friendly environment for children. Children have use of a dedicated playroom, where a range of age-appropriate toys and resources are available. There are a good range of toys and resources for children to choose from, including dolls, toy vehicles, construction toys, arts and craft materials and sensory experiences. Toys and games are well organised and stored in boxes at low level so children can reach them independently. Samples of the children's work are displayed on the walls in the playroom. This gives the children a sense of belonging. The outdoor play area offers plenty of space for children to play and explore. There is a slide, climbing apparatus and a selection of ride on toys for children to develop their physical skills as well as a mud kitchen and a range of other opportunities for sensory exploration.

The child minder provides opportunities for children to learn about diversity by providing a range of multicultural toys, books and resources. Children also have access to recycled and natural materials for building, exploration and imaginative play. The child minder has a range of equipment to aid younger children's independence skills. For example, she has toddler toilet seats and steps in the bathroom so children can use the toilet and wash their hands independently.

## **Leadership and Management**

**Adequate**

The child minder has an appropriate understanding of her role and regulatory responsibilities and provides a range of policies to enable her to run her service safely and effectively. There is also a detailed statement of purpose available for parents. All documents are clear and concise but, despite being reviewed regularly, some of the child minder's policies did not contain the required information. We have since received amended copies which contain all the required information.

The child minder regularly seeks feedback from parents and children. She outlines planned improvements and any improvements made to date within a detailed annual quality of care review report. However, the report does not clearly outline improvements planned for the future.

The child minder ensures that her own as well as household members' Disclosure and Barring Service (DBS) check are valid and up to date. However, she does not always ensure that Care Inspectorate Wales (CIW) are notified following significant incidents or changes to the service as required by the regulations. We have therefore listed this as an area for improvement.

The child minder has developed positive relationships with parents and shares information effectively. Records provided showed that the child minder gathers all required information about children prior to them attending. This allows her to plan effectively and to work with families in order to meet children's individual needs. Parents sign to show they have received and understood all the service's policies prior to their child attending.



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

R1. Ensure written risk assessments are reviewed regularly and reflect any changes.

R2. Ensure current infection control guidance is followed in order to minimise the risk of cross infection during hand washing and nappy changing.

R3. Include planned improvements in the quality of care review report.

### 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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31	The child minder had not notified CIW of a serious accident.	New
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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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