



Inspection Report

Sarah Hussain

Marshfield



Date Inspection Completed

06/01/2023

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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	24 January 2017
Is this a Flying Start service?	Click or tap here to enter text.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>	Adequate
<u>Leadership and Management</u>	Good

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

Summary

Children are comfortable in the child minder's care. They have a strong voice and can express themselves confidently. They can explore areas of personal interest, which encourages their learning and development. Children are valued, with their feelings and decisions being considered and respected. They play happily together and interact well with each other and the child minder.

The child minder has a patient and calm manner. She is confident in the role, and she has attended a good range of training to keep her practices and knowledge up to date. Policies and procedures are mainly effective in supporting her to provide care that keeps children safe and healthy. Good play and learning opportunities are planned for, considering children's interests. She manages interactions well and promotes children's play and learning effectively.

The child minder's home is generally safe, secure, and suitable for minding. She maintains the areas used for child minding appropriately and has good facilities for home based child-care. She has risk assessments in place to ensure the environment is safe and some of these have been updated during this inspection. She has considered the needs of the children and purchased a variety of resources to support these.

The child minder has good organisational skills and in the main maintains all the required records and documentation effectively. She is reflective and committed to reviewing her service to ensure any improvements are identified and implemented. Policies and procedures are well written. She is receptive to advice from other agencies, including CIW. The child minder has developed good relationships with parents.

Well-being

Good

Children express themselves very well and can communicate their needs in a variety of ways, including non-verbal methods such as expression. Children make appropriate choices and decisions because they are aware of the options available to them. They chose to dress up as princesses, ask for a painting activity and to go outside to play. Children are consulted about what activities they want to do and were looking forward to making 'hedgehog bread' that afternoon. Most resources are at a low level. This helped children to identify what was available to support their decision-making.

Children are secure, comfortable, happy, and relaxed in the care of a child minder whom they have developed a warm relationship with. They are confident to move around the environment accessing the play area, use the upstairs toilet facilities. They readily approach the child minder to ask for something. Children smile and laugh as they play. They told us how much they enjoyed going to the setting.

Children co-operate, take turns, and share well. Children play together very well and enjoy each other's company. Children happily interact with the child minder throughout our visit and are receptive to her instruction and reminders to be careful as they run outside and play with equipment. Children spontaneously use good manners saying 'please' and 'thank you' and are pleased when they receive praise from the child minder.

Children are interested in the activities, which are very much led by them. Activities are organised in readiness, and they really enjoy painting tiles to make into fridge magnets for St Dwynwen's day. One child asks to dress up and did so with enthusiasm, followed by another child. They smile as they put on the princess shoes and 'tip tapped' around the room. Children benefit from regularly being outside in the fresh air. They ask if they can play outside before lunch, and they run around the grassed area, swinging on the tree, and chasing each other, laughing excitedly.

Children are developing their confidence and independence very well. They are given time to do things for themselves, such as choosing their activities and dressing themselves up. They are confident to use the upstairs toilet under supervision. They eat their snack independently at the table, showing good table manners. They are learning through play because activities are planned to develop numerous skills and their play is extended because the child minder is always on hand to help if needed. They enjoy helping the child minder tidy toys away and are pleased with the praise they receive. We saw older children access the toilet facilities independently to use the toilet or wash their hands.

Care and Development

Good

The child minder understands her role and has good systems in place to promote the health and safety of children. Some processes have been further considered and policies reviewed during this inspection. We discussed safety matters with the child minder, and she was clearly knowledgeable of how to keep children safe, whilst allowing children to develop skills by taking appropriate risks, for example when playing outside. She is clear regarding her responsibility to protect children and her safeguarding policy reflects current guidance. She understands her duty to refer any concerns relating to the welfare of children to the appropriate authority and has undertaken training in safeguarding. She has an informational technology policy and has extended this to clarify use of mobile phones at the setting. There is an effective system in place to record accidents and incidents and the child minder has an appropriate First Aid certificate. Fire drills are practised with the children regularly so they would know what to do if they needed to leave the house quickly.

The child minder uses positive strategies to encourage children to play appropriately and promote their social skills. She has a consistent approach to managing the interactions and behaviour of children. There are home routines and rules in place that children are clearly familiar with, and they respond well to gentle reminders for example to 'slow down.' There is a behaviour management policy outlining how instances of unacceptable behaviour are managed. The child minder uses positive intervention strategies to handle any minor squabbles and encourage children to work together. The child minder promotes a positive environment and knows the children's individual personalities well. This allows her to tailor her behaviour management strategies to support individual needs. She praises good behaviour and children being helpful at every opportunity. Children respond well to her warm and nurturing approach.

The child minder promotes children's play and learning well. She provides a broad range of activities and play experiences that support and encourage children's learning and development. She knows the children well to provide resources and activities based on their interests. The child minder records younger children's progress and promotes their next steps in their development. She provides good instruction and support, to extend children's interest in activities. For example, they spoke about the reason they were doing an activity for St Dwynwen's day.

Environment**Adequate**

The child minder generally ensures her home is safe and secure, for example, the front door is locked, and visitors are recorded. She has drawn up risk assessments to identify and minimise risks at the premises and outside. The child minder has updated some of these during the inspection for example, risks of playing in the public outside area. She is further considering use of a safety gate at the bottom of the stairs and will include this in her risk assessment. The child minder ensures that the building is maintained appropriately and there are records of general maintenance being carried out, including the smoke detectors and gas boiler check.

The child minder ensures children benefit from a welcoming and comfortable home environment. Play resources are easy for children to access, and there are educational posters and craft work displayed which help promote children's sense of belonging. The child minder uses her lounge/dining area for play, and this provides sufficient space for activities. The child minder uses the kitchen for baking activities. A rear garden provides additional space and opportunities to play in the fresh air. Toilet facilities are located upstairs, and the child minder provides various levels of supervision for them to use these facilities. Soft furniture in the lounge provides comfortable facilities for older children to rest. The child minder agreed to review facilities and equipment available if young children are cared for.

The child minder ensures children have access to a good range of play resources and equipment that are of good quality and suitable to their age and stage of development. The playroom is set out so children can access resources easily. The resources promote their learning and engage their interests well, such as role-play and construction activities. Equipment for off-site activities such as balls and buckets and spades are also plentiful. The child minder is clear regarding the law on the use of car seats and ensures appropriate car seats are always used.

Leadership and Management

Good

The child minder has a clear plan to expand her setting. There is a statement of purpose that outlines the service offered and this has been further expanded during this inspection. She has good understanding of current best practice relevant to her service. She has reviewed policies and procedures to reflect changes to legislation such as the Wales Safeguarding Procedures. The child minder has relevant policies and procedures in place and gives this information to parents prior to their children starting, to enable them to make an informed choice about using the service. We discussed some minor amendments to a few policies and the child minder updated these during the inspection. We looked at a sample of operational records including contracts with parents, accident, and attendance records. The child minder ensures she keeps the required information.

The child minder is reflective and has a system in place for reviewing her service which is generally effective. She values feedback from parents and children. The last review of her service was in July 2022. The child minder completes self-evaluation information for CIW as requested. A complaint policy is in place, and it has been reviewed to include how children may raise a complaint about the service. The child minder was keen to hear our views as part of the inspection and demonstrated she valued recommendations that can help improve the service.

The child minder currently works alone and manages her time well. She has a contingency plan in place to cover her in the event of an emergency that have been agreed with parents. The child minder plans activities well and ensures resources are available to facilitate planned activities. All adults living at the home have a valid Disclosure and Barring Service (DBS) certificate to confirm their suitability. The child minder has a number of relevant qualifications and is aware of the mandatory training requirements, all of which have been completed.

The child minder has developed effective partnerships. She provides useful information about the service to parents and speaks to them daily regarding their child's care. The child minder uses local facilities and play spaces, when possible, which develops a sense of ownership in the community. The child minder is committed to working in partnership with other professional agencies if required, to ensure children's health and well-being is promoted.

Recommendations to meet with the National Minimum Standards

R1 Review policies to reflect current legislation namely the Additional Learning Needs Code and the New Curriculum in Wales.

R2 Review facilities if caring for children under two, for example, sleeping and eating facilities.

R3 Ensure that children cannot gain unsupervised access to the stairs.

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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