



Inspection Report

Sharon Caddick

Colwyn Bay



Date Inspection Completed

19/05/2022

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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	Manual Insert 26 May 2017 and 25 July 2017
Is this a Flying Start service?	Manual Insert 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.

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

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

Summary

Children are confident communicators as their wants, moods and needs are considered. They are active and express enthusiasm and enjoyment. Children have a sense of belonging forming positive relationships and are familiar with daily routines. They have freedom to safely explore the indoor and outdoor play areas. Children are developing their independence well. The child minder has a warm and friendly approach to care giving. She has a good understanding of her responsibilities to keep children safe and healthy. The child minder takes delight in children's achievements and interactions are positive. She is responsive to children's requests and supports them to follow their own learning and play interests. Significant improvements have been made to the indoor and outdoor environments. They are clean and safe with a variety of age-appropriate toys and resources to help children develop their sensory and physical skills. The child minder works alongside a child-minding assistant who works part time. The child minder manages the setting appropriately, but further areas need improvement. The setting does not offer the Welsh language 'Active Offer' and operates through English with basic Welsh spoken.

Well-being

Children are content and express enjoyment. They have a sense of belonging, beginning to form friendships and are becoming familiar with routines.

Children are very confident communicators and express themselves well. A child enjoyed speaking about what toys they like to play with and showed us a unicorn they have named 'strawberry'. Other children demonstrated how they can speak well using their home language and taught us some new words. Younger children communicate their needs, wants and moods through physical expression and babbling and their requests are responded to swiftly.

Children are familiar with the daily routine and settle quickly as they are greeted warmly by the childminder when they arrive at the setting. They prepare themselves well to walk to school and for outdoor play. Children approach the childminder with ease and enjoy talking to her and being cuddled when needed.

Children interact positively with their friends and the childminder. They enjoy the social occasion of mealtimes; they sit nicely at the table and practice using good manners. Older children show kindness to their younger friends, for instance, before going out they helped them to put on their shoes and tied their laces. During walking to school, children co-operated well and listened carefully to instructions before crossing the road. Children are learning to take turns and share well. For example, two younger children played a game of throwing coloured bean bags into a basket, they shared the bean bags between them and patiently took turns to throw.

Children are fully engaged in their play and learning. Children excitedly showed us how they can count to 20 in Welsh and enjoyed naming the colours of the plants they could see during their walk. Younger children are learning to develop their speech and language skills appropriately and enjoy repeating new words. They are active and curious, for instance, during outdoor play a child was fascinated with a collection of stones and enjoyed exploring each one before picking the ones they wanted, they felt the texture and liked to knock the stones against each other to hear the sounds made.

Children are developing their independence well. They follow their interests and make decisions about what they want to play with successfully. Children enjoy playing with the wooden train set and they build the track with care. Younger children enjoy developing their imagination in the outdoor playhouse and imagined they were washing the dishes and making food with the related props. They are learning to do things for themselves with positive encouragement from the child minder.

Care and Development

The child minder is consistently responsive to children, she listens and respects their choices and requests. She interacts positively demonstrating warmth and kindness. She is committed to providing good play and learning activities to create better outcomes for children.

The child minder understands her role and responsibilities to keep children safe and healthy. She has an appropriate understanding of safeguarding procedures and implements the policies suitably. First aid and safeguarding training is current and suitable for the ages of children cared for.

The child minder promotes healthy practices well. She provides healthy meals and offers water or milk to drink. The child minder encourages children to play and go for walks outdoors in the fresh air to develop their physical skills well. She conducts fire drills to make sure children know what to do if they have to leave the premises in the event of an emergency but there is not much information recorded in the outcome to aid improvements going forward. She completes accident and incident records accurately and keeps parents informed.

The child minder encourages children to wash their hands, and this helps to develop their personal hygiene practice appropriately. We did not observe nappy changing and asked the child minder to show and talk us through the steps she would take, and these are in line with current infection control guidance.

The child minder has a warm and friendly approach to care giving. She praises children with positive language and takes delight in their achievements. Parents commented their children enjoy coming to the setting as it's a 'home from home'.

The child minder tracks children's progress appropriately and sometimes draws on these observations to create interesting learning experiences for children. She encourages children to take notice of the natural world around them and as a result lively discussions are heard. The child minder organises activities and outings to raise children's awareness of their local community by visiting local parks, zoo and nature sites. She raises children's awareness about some wider cultures and Welsh heritage, but this area of learning is at its early stage of development.

The child minder is sensitive to the needs of individual children and meets their requirements well. Parents told us they are kept informed on a daily basis about their child's progress and are happy with the way their child is progressing.

Environment

The child minder provides a safe and clean environment where children can play and learn well. Significant improvements have been made to the indoor and outdoor play environments.

The child minder completes risk assessments identifying most of the potential hazards to children and what measures are in place to manage these risks but some of these lack detail. The child minder makes sure information is available to parents on how to deal with emergencies. The child minder supervises children well. She makes sure children are aware of road safety rules as they walk to school.

She provides a good range of toys and resources for the ages cared for and children have access to appropriately sized furniture. Cosy areas for quiet time and rest are attractively presented. The child minder makes sure indoor storage of toys and resources are suitable and accessible to children. There is a designated area for children to store their personal items which creates a sense of belonging. There are some resources which raise children's awareness of the world around them and about re-cycling. However, this area is at the early stages of development. The child minder makes sure children's artwork is attractively presented which shows children their efforts are valued.

She encourages children to learn about the natural world and has organised areas of the garden for planting and feeding birds. There is a good selection of natural resources, pedal vehicles, slide and throwing and catching equipment to develop children's sensory, co-ordination and physical skills.

The child minder has worked hard to develop the outdoor play area giving children more opportunities to play in the fresh air in all weathers.

Leadership and Management

The child minder is enthusiastic and committed to making improvements. She has worked hard to make significant improvements. However, some areas need further development.

The child minder has written a statement of purpose which provides parents with most of the information about what the setting offers. Policies and procedures are in place, and these are implemented appropriately and reviewed regularly but not all review dates are noted. The child minder has an appropriate understanding of her responsibility to promote the Welsh language and basic Welsh is encouraged.

The report reviewing the quality of care is informative and reflective, highlighting improvements made and the child minder's vision for the future. The report includes the comments gathered from those using the setting to enable the child minder to identify areas where the setting does well and where there may be room for improvement.

The child minder has a current disclosure and barring check certificate however, not all household members have one. Since our visit the child minder has addressed this matter. The child minder has ensured her own and the childminding assistant's relevant training is up to date. However, the child minder has not ensured all of the required information has been collated in the childminding assistant's file. She has not ensured all information has been suitably completed by parents in the children's individual records. Not every child has their own individual record, and their information is shared on the same form as their sibling. The child minder has not conducted formal supervision and appraisals with the childminding assistant. The child minder consistently records the attendance of children but the recording of those caring for them on which days and times is inconsistent.

The child minder is dedicated to her role. She told us she is looking forward to making further improvements for children and that she understood the improvements she needs to make to the management of the setting to meet requirements.

We spoke to parents, they said they were 'very happy' with the setting as their child is 'happy'. A parent said, the childminder is like 'one of the family'. The child minder engages with the local community in order to help raise children's awareness of their surroundings and improve their social skills.

Recommendations to meet with the National Minimum Standards

R1: To include more detail in the risk assessments to make them reflective of the premises, activities and outings the children take part in.

R2: Include more detail in the outcome after completing fire drills to aid improvements to practice in the future.

R3: To include information on the next steps for each child's learning and progress consistently.

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
20	The registered person has not ensured that every person who attained the age of 16 and who lives on the relevant premises has an enhanced criminal record check. The registered person needs to apply for an enhanced criminal record check for that person	New

	and present the certificate to CIW.	
28	The registered person has not ensured all the required information has been collated in the staff employment file. The registered person requires collating all the required information to ascertain staffs suitability to safeguard children.	New
29	The registered person has not ensured staff receive appropriate supervision and appraisal. The registered person needs to conduct supervision and appraisal with staff in order to monitor their practice and performance in caring for children.	New
30	The registered person has not ensured all of the required information is in the children's individual records and not ensured she is consistently recording who is caring for the children on each day and during which times. The registered person must include all the required information in the children's individual records and record the days and times of those caring for them.	New

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.

Date Published 23/06/2022