



Inspection Report

Debra Hayman

Blackwood



Date Inspection Completed

20/11/2023

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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	10 July 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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>	Poor

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

Summary

Children are happy and enjoy their time with the child minder. They are relaxed in their relationships with her, showing significant trust and warmth. They make choices freely and interact well with other children. Children are inquisitive and keen to investigate their environment.

The child minder is very kind, caring and interacts well with the children in her care. She understands how to keep children safe and healthy. The child minder understands and cherishes all children in her care. She supports their learning and development effectively.

The child minder's home is clean, well-decorated and effectively organised. The garden provides an attractive space for children to engage in regular active play. There is a good variety of age-appropriate toys and resources both inside and outside.

The child minder has some effective policies and procedures in place to run her service. However, the quality of the child minder's leadership and management needs to improve and a greater understanding of the Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards for Regulated Childcare (NMS) is required.

Children are settled and readily express their enjoyment and enthusiasm for the setting. They move around play spaces freely and are confident to choose resources to play with and decide how they would like to use them. Young children make their wants and feelings known through gestures such as pointing to a toy that they wish to use and leading the child minder to it. Toddlers confidently tell the child minder their wishes verbally, for example when choosing pictures to colour they say, "*I want that one.*"

Children are safe, happy and content. They have very clear bonds of affection with the child minder and they show great trust and warmth in their interactions with her. Children look to her for affection and reassurance in a variety of situations including when waking from a sleep or if they are not feeling well. We saw all children enjoying quiet cuddles with the child minder.

Children behave very kindly and considerately towards each other. They share resources well for their ages and show pride when the child minder praises them for taking turns. When leaving the child minder's home, older children say goodbye to their friends and younger children respond with smiles.

Children are free to explore their environment and spend time on activities that interest them, which encourages them to learn and develop. The child minder told us they have regular exercise and fresh air, and highly value the time they spend outdoors engaged in active play. We observed children asking to go outside and then showing thought and consideration when the child minder explained that the garden was having work done. They then enjoyed watching the workman for a time. Indoors, children clearly enjoy their play and concentrate on activities that motivate and interest them for an appropriate length of time. For example, they enjoy colouring and playing with cars.

Children have good opportunities to develop their independence skills through a variety of interesting play and learning experiences. We observed younger children independently moving shapes from a puzzle into a toy truck while older children took numbered shapes out of a puzzle and said the numbers as they did so. Children are developing their self-help skills well, for example through independently opening the door to the cloakroom and washing their hands after using the toilet.

The child minder implements effective procedures to meet children's personal care, safety and well-being needs. She wipes tables and highchairs after they have been used for food and ensures children wash their hands after using the toilet. Children bring their own packed lunches, and snacks are provided by the child minder. She is registered with food standards and has a food handling certificate. The child minder changes nappies in a manner that ensures children's privacy, dignity and hygiene. She has a good understanding of her responsibility to safeguard children and can identify the signs and symptoms of abuse. She records concerns appropriately. The child minder records accidents, incidents and pre-existing injuries effectively but does not always ensure the records are signed by parents. The child minder recognises the importance of updating her first aid training when it is required. The child minder has a policy for the administration of medicine but does not have a system in place for recording this. She told us she had not been asked to administer medicine.

The child minder is very responsive to children's needs and delivers warm, nurturing care. She listens carefully to children's requests and demonstrates politeness and respect in her interactions with them. She speaks exceptionally warmly about them and clearly knows their needs very well. The child minder is very mindful of the age and stage of children when managing behaviour issues. For example, she explains to young children, "*I know you like that puzzle, but it is kind to share so let's do it together.*" She frequently praises children and their efforts which boosts their self-esteem and confidence. The child minder has a good understanding of additional learning needs and works well with professionals such as speech and language therapists to support individual development of children in her care.

The child minder supports children's imagination and learning naturally through playing alongside them, encouraging number and language development consistently. She uses questions to encourage them to share their ideas. For example, she asks younger children, "*What does the cow do?*" and then praises them when they respond appropriately. She plans a variety of activities to develop their skills such as sorting colours into sets using familiar objects. She keeps records of their activities through a scrapbook of photographs. She provides regular opportunities to visit toddler groups to allow the children in her care to socialise with other children. The child minder told us about her plans to make formal observations and to do more formal development tracking.

The child minder's home is clean, bright and inviting. The front door remained locked throughout our visit and there are stairgates to prevent children from accessing the stairs and kitchen area. The child minder reviews and updates risk assessments regularly, noting the review dates to allow for tracking. She stores hazardous substances out of reach of children. She ensures public liability and gas safety certificates are in place to promote a safe environment.

The child minder's home is very welcoming and provides appropriate indoor and outdoor space for children to play. There is a kitchen which has a sectioned off area as a playroom for children. The child minder sets out the limited space effectively set out to allow children to access resources and move freely. It is decorated with interesting pictures to stimulate children's learning and interest. Children also use a very comfortable lounge with low sofas and space to put up a travel cot or pushchair for sleep. Children have access to a clean, well-stocked bathroom. Each child has their own hand towel and younger children have use of a step stool, child-sized urinal and potty. The child minder uses this room for nappy changes and has thoughtfully organised it to ensure all items needed are to hand. The child minder's garden was being renovated on the day of our visit. She submitted photographs to Care Inspectorate Wales when the work was completed. The area is now a lovely space for children to play, with a patio area, artificial grass and a gazebo that provides opportunity for all-weather play.

The child minder provides a good variety of clean, appropriate and varied resources, ensuring suitable provision for children of all ages. Children can access many of them independently but due to the lack of space, some need to be stored away. The child minder ensures she rotates and brings out resources in accordance with the interests of the children attending that day. The outdoor area contains a range of well-maintained resources to allow children to be active in their play. The child minder cleans resources weekly as an activity with the children who enjoy cleaning their toys in a tuff tray of bubbly water.

Overall, we found that the quality of leadership and management needs to improve to ensure the service delivered to parents and children meets regulations and the National Minimum Standards. The child minder has a range of suitable policies and procedures although several of these need reviewing to ensure they fully comply with regulations. The setting's safeguarding policy did not clearly set out the procedure for referring concerns to relevant authorities or identify types and signs of abuse. This is a matter of non-compliance with regulations. However, we have not issued a priority action notice on this occasion as the child minder had sound understanding of safeguarding and her assistant had recently undertaken the required safeguarding training. Therefore, an area for improvement has been identified and this will be followed up at the next inspection. The child minder has a written statement of purpose that provides parents with information about how the setting runs. This was identified as an area for improvement at the last inspection. At this inspection visit, there was still required information missing from the document and thus this remains as an area for improvement and we expect the child minder to take action. The child minder obtains and maintains appropriate records for children. For example, the child minder has the relevant contracts, permissions, and information on the individual needs of children. She records the times of children's attendance and departure. The child minder ensures her car has business insurance, tax and an up-to-date MOT certificate.

The child minder interacts suitably with Care Inspectorate Wales (CIW). She appropriately submits notifications relating to her service. The child minder carries out an annual quality of care review of the service, however, this review does not include the views of parents.

The child minder employs an assistant. She was not working on the day of our visit. We examined her staff file and identified that several required items were missing. This is an area for improvement and we expect the provider to take action to ensure all information is held to evidence her assistant's suitability. We also identified that the child minder had not carried out any appraisals or supervisions for her assistant, and did not have a disciplinary procedure in place. This is also an area for improvement and we expect the child minder to take action.

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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29	The child minder must devise a disciplinary policy and procedure. The child minder must provide regular supervisions and annual appraisals for the child minding assistant.	New
28	The child minder needs to obtain all the required documents to confirm the suitability of her child minding assistant.	New
22	The child minder must ensure that her safeguarding policy clearly sets out the procedure for referring concerns to relevant authorities. The policy must also identify types and signs of abuse.	New
15	The child minder needs to ensure that the Statement of Purpose contains all required information.	Not Achieved

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 5 - Records	Ensure parents sign accident, incident and pre-existing injury forms.
Standard 11 - Medication	Make provision for recording the administration of medicine.
Standard 5 - Records	Register the attendance of child-minding assistant.
Standard 18 - Quality assurance	Obtain feedback from parents to feed into quality of care review.
Standard 7 - Opportunities for play and learning	Undertake tracking of children's skills development.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice

Recommendation(s)

Review regulatory policies regularly.

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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