



## Inspection Report

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**Bridgend**



**Date Inspection Completed**

19/01/2023

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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	11 July 2017
Is this a Flying Start service?	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.

<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 confident communicators. They are settled, happy and relaxed. Children's interactions are positive and good. They show enjoyment in their play opportunities and develop good Independence skills.

The child minder keeps children safe and healthy. She successfully promotes positive behaviours and is a good role model. The child minder manages to keep children engaged and challenged.

The environment is attractive, welcoming and spacious. It is well-maintained and clean. The child minder keeps the environment safe and suitable for children. She provides suitable resources for the age and stages of children's development.

The child minder manages her setting effectively. She has good arrangements in place to review the quality of care for the setting. The child minder is suitably qualified and regularly updates mandatory training. There are areas for improvement in relation to keeping of records and provision of information shared with Care Inspectorate Wales. Partnerships with parents are good.

Children are confident communicators and feel their voices are heard. They happily tell the child minder what their preferred activities are. For example, they ask to play different games and ask to play with different resources that are on offer. Children's preferences are respected, such as choosing where they sat at snack time. Children's feelings are valued. For example,

Children are settled, happy and relaxed. They ran into the house excitedly telling the child minder what they were going to play. Children feel a sense of belonging at the child minder's home. They are relaxed and comfortable, as they move from one room to another with ease. Children feel a sense of pride in their work. They told the child minder "*Look, it's a panda!!*" and another child told their friends "*I've made a rainbow!*"

Children interact positively with each other, having fun, sharing crafts and crayons. Children listened well to child minder's prompts to play carefully and to put things in the bin after they finished their snacks. They have a good relationship with the child minder. They negotiated and discussed their intentions with her about what they wanted to do next. For example, they told the child minder they wanted to finish their colourings before making their bands with elastic. Children confidently asked the child minder to play cards, which they called the 'goldfish game.'

Children show enjoyment in their play opportunities. They had fun helping themselves to different crafts such as crayons, felt pens, glue. Children engaged and concentrated for a good amount of time on their activities, colouring their paper plates with felt pens and crayons. They shared their intentions with others saying, "*I'm making the Ukraine flag outside and something like a dinosaur inside.*" Another child said, "*I'm making flowers!*" Children initiate their own play. For example, they enjoyed playing 'Charades', guessing what each other were pretending to be. Children laughed as they made different noises and movements of cats, dogs and dinosaurs whilst the others guessed the answer.

Children develop good Independence skills. They peeled their oranges and ate their own foods independently. Children took their food peelings and rubbish to the bin. Children glued their resources independently and have good pencil skills.

**Care and Development****Good**

The child minder keeps children safe and healthy. Children bring their own healthy snacks and drinks after-school. Children were encouraged to sit around the dining table with their healthy snacks, however, they were not encouraged to wash their hands before eating. The child minder supplies liquid soap. However, she does not supply separate towels for children to dry their hands after washing. The child minder supervises children very well. She told us there had been no accidents / incidents since the last inspection and that no medication has been given to children. The child minder has completed all mandatory training in relation to safeguarding/child protection, paediatric first aid and food hygiene which are all in date. She understands her duties and the procedures to follow, to report any concerns that could arise in relation to safeguarding and child protection when asked about potential scenarios.

The child minder successfully promotes good positive morals and behaviours in children. She is an effective role model. She talks positively with children and has clear boundaries so that children listen and respect her. For example, she has helped children to create their own rules for the setting and she encourages children to be kind and share. The child minder supports children's interests, such as, meeting their requests to make bracelets and play card games together. The child minder promotes children's self-esteem by celebrating their achievements. For example, when telling the children, they had coloured lovely and neat.

The child minder manages to keep children engaged by preparing resources according to their abilities and preferences. She encourages children to be independent by prompting them to wear their coats and shoes without support. She encourages children to place their coats and shoes tidy by the door as they come into the house. The child minder knows the children well. She acts positively towards the children. The child minder ensures play is predominantly child-led. The child minder promotes cultures and diversity. She has planned craft activities relating to Divali and Chinese New Year.

**Environment****Good**

The child minder keeps the environment safe and suitable for children. Doors are kept locked during child minding hours and the areas outdoors are secure with an enclosed fence restricting unauthorised persons to access the area. Risks are assessed in the moment through careful supervision of children. Written risk assessments have been created during the inspection. All chemicals are stored away from children's reach. Maintenance checks are up to date and fire drills are conducted and recorded.

The environment is attractive, welcoming and spacious. It is well-maintained and clean. The environment effectively meets the needs of children, with a downstairs playroom, toileting area including washing facilities and liquid soap. There is a separate dining area for children to gather and have their foods. The indoors is spacious for children to move around and all resources are available within children's reach. There is a grassed outdoor area and other experiences are planned, experiences including regular visits to the local park. This gives children opportunities to be active outdoors.

The child minder provides suitable resources for the age and stages of children's development. There are crafts, crayons, pens and paints for children to develop their creativity skills. There is a choice of dolls, small world play, train set, construction toys and puzzles. There are balls and hoops for children to play outdoors. There are resources which promote cultures and diversity which include books on divali and rangoli patterns.

**Leadership and Management****Adequate**

The child minder manages her setting adequately. The statement of purpose is updated and is a good reflection of the setting, which has been shared with Care Inspectorate Wales during the course of inspection. Policies have been updated regularly and changes have been made to during the course of inspection to reflect current guidance. Public liability insurance is valid. There are currently no records of children attending the setting. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Contracts and permissions are obtained. However, there was no detail on permissions to give emergency medical treatment to children, which has now been rectified by the child minder during the course of inspection. All Disclosure and Barring Service checks have been completed for household members.

The child minder has good arrangements in place to review the quality of care for the child-minding setting. She considers the views of parents and children. The review gives a good overview of the setting, identifying improvements made previously, and targets for future improvement.

The child minder is suitably a qualified and keeps mandatory training up to date. The child minder has engaged with Care inspectorate Wales to inform us of closures and reopening due to Covid 19 and has completed the last Self-Assessment of Service Statement. However, the child minder had not informed Care Inspectorate Wales of household members living at the setting. While no immediate action is required, this is an area for improvement.

Partnerships with parents are good. There are good discussions with parents on their arrival at the setting to collect their children. She shares positive comments on what the children have done and what they had eaten. Parents shared that children feel happy at the setting. They feel that care and support for their children is good, and the child minder meets their children's needs. Parents feel they can always approach the child minder and the environment is safe and well-maintained.



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

R1. Develop infection prevention and control procedures by encouraging children to wash hands before they have their snacks and provide separate towels for children to dry their hands.

### 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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30	The child minder does not record the dates and times children are present at the setting.	New
31	The child minder had not informed Care Inspectorate Wales of household members who were over the age of 16.	New

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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