



Inspection Report

Ceri Morris

Chester



Date Inspection Completed

14 November 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	21 March 2017
Is this a Flying Start service?	Yes
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>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children are happy, settled and enjoy their time at the setting. They move around the living room selecting toys of interest to them. They interact well with the child minder and engage appropriately with some of the toys on offer. Children are provided with experiences which help them gain skills including independence.

The child minder follows suitable policies and procedures which promote children's health and safety. She has a suitable behaviour management policy and manages children's interactions appropriately. The child minder provides warm, nurturing care and meets children's needs.

The child minder has many appropriate measures in place to ensure the building is safe and secure. Some safety measures needed improving and this was done before the report was written. The child minder provides children with a clean, well decorated homely environment where toys are easily accessed by children. There is a satisfactory range of play opportunities available.

The child minder is hard working and creates a setting with a positive ethos. She has a sufficient understanding of the regulations and National Minimum Standards (NMS). She listens to constructive feedback and makes improvements to her setting. Most paperwork is well organised, but she does not have a Disclosure and Barring Service (DBS) certificate in place for her partner. The child minder has developed positive relationships with parents.

Children move around the living room freely and decide which toys they want to play with. They communicate their needs through a variety of ways. For example, they point to things they want, such as toys and drinks and they put their arms up if they want to be cuddled. These requests are listened to and responded to appropriately. Children receive lunch when they are hungry and sleep when they are tired because routines are flexible and tailored towards individual children's preferences.

Children are happy, settled and enjoy their time at the setting. They know the routine which helps them feel secure. For example, they know they have a nap in the afternoon. The children know the child minder well, frequently smile at her and are at ease. They happily involve her in their play by selecting books for her to read and enjoy receiving cuddles.

Children interact well with the child minder. For example, young children are becoming self-aware and are learning to express what they need. They approach the child minder if they need help and use gesture and a few words to make themselves understood. They are learning to look after toys and resources and follow instructions well for their age and stage of development.

Children engage appropriately with some of the toys on offer. When not distracted by the television, children concentrate well and show a good level of perseverance as they find numbers to match the wooden clock. For short periods, they enjoy reading books and carefully post coins in the piggy bank with interest.

Children have access to experiences which enable them to gain skills. They direct their own play and show initiative to solve problems such as closing the curtains to stop the sun shining in their eyes. Children have opportunities to develop their independence by feeding themselves at mealtimes and know to climb on to the sofa themselves with a blanket when they are tired.

The child minder follows appropriate policies and procedures which promote children's health and safety. Food and drink is mostly healthy and nutritious. The child minder knows the importance of providing children with regular opportunities to get fresh air and go outside. Most hygiene practices are carried out appropriately, such as washing hands before lunch and after changing nappies. The child minder follows most of her policies well. However, the nappy changing policy does not contain the nappy changing procedure. Accident and incident records are completed accurately and shared with parents at collection time. Attendance records show the child minder writes down children's times of arrival and departure. The child minder keeps a record of most visitors to the house, and these are recorded in her diary. She has attended safeguarding training and is familiar with the child protection policy. She knows the appropriate action to take if she is concerned about a child.

The child minder follows the setting's behaviour management policy and manages interactions appropriately. She reminds children to sit safely on the toy box to prevent falling and she sensitively encourages them to come and have their nappy changed. She gives praise and encouragement to those who try hard or complete tasks and is a good role model.

The child minder provides warm, nurturing care and meets children's needs. For example, she responds promptly if children need support, such as helping them get the last spoonful of food from the bowl at mealtimes. She offers cuddles if children hurt themselves or need reassurance. The child minder tries to encourage young children to speak and develop their language skills, but sometimes during their play, she allows toddlers to use dummies for long periods. This can reduce a child's opportunities to practise talking and the chance to experiment with sounds.

The child minder provides opportunities for children to count and match numbers, and she supports children appropriately during tasks. There were a few photographs showing she takes children on outings in the woods, and she recently set up small world play with diggers, cornflakes, chickpeas and porridge oats. However, the television was playing children's programmes for the majority of our visit. This prevented a child from fully accessing the play opportunities as they were focused on the television for long periods.

The child minder does not routinely keep a record of activities children take part in. Therefore, we could not gather evidence for how well the child minder plans activities and how these contribute to children's overall development.

The childminder follows many appropriate measures to ensure the building is safe and secure. We did identify some risks on the day, but these were quickly rectified. For example, the front door was unlocked, but once alerted to this, the child minder immediately locked the door. She sent us a photograph of a padlock fitted to the garden gate to prevent unauthorised access and a safety catch was fitted to a low kitchen cupboard to prevent children potentially accessing cleaning products.

The child minder supervises children well and the environment is clean. Fire drills are carried out at regular intervals and are recorded, ensuring children know how to evacuate the premises in the event of an emergency. Risk assessments are in place, but they do not always fully reflect the setting or the practices that go on there.

The child minder provides children with a well decorated, homely environment. Walls are clean and fresh, and the living room is appropriately organised with toys in a low-level accessible storage chest. There is a comfy sofa with a blanket and cushions for children to sit on and rest if they are tired. Patio doors from the living room, lead out on to a large garden and decked area. There is plenty of space but there were no toys set up outside and the garden was not used during our visit.

The child minder generally provides furniture that is suitable for children's needs, and provides a satisfactory range of toys. Musical instruments are available to help children build fine and gross motor skills as well as supporting sensory development. A shape sorter provides opportunities for children to problem solve. Toys are appropriately maintained, and soft furnishings are clean. The child minder spoke about the resources and activities that were usually available to the children. She also discussed how she celebrates some cultural events. However, as the child minder does not keep a record of activities, and as we only saw a few on the day, we were unable to gather evidence to support the range of activities/resources on offer.

The child minder is hardworking and creates a positive ethos where children feel valued. The child minder has a sufficient understanding of the regulations and National Minimum Standards (NMS). The atmosphere of the setting is very warm and welcoming. The child minder periodically reviews her policies and ensures they are generally implemented in practice. The statement of purpose needed some small amendments which were done the day after our visit. The document now accurately reflects the service provided and meets the National Minimum Standards.

The child minder listens to constructive feedback and makes positive changes. For example, she immediately addressed the regulatory issues raised during our visit. She had also taken into consideration some of the recommendations given at the last inspection and made improvements such as recording fire drills and keeping a record of visitors. The child minder has completed an annual quality of care review and was able to talk through improvements she had made as well as priorities for the future. For example, she secured two grants and used this to re-decorate the house and install new flooring downstairs which makes the environment feel clean and fresh.

The child minder is experienced, patient and calm. She has a valid paediatric first aid certificate, food hygiene certificate and her safeguarding training is up to date. This shows the child minder values the importance of continuous professional development and understands which mandatory training must be completed to meet the NMS. The child minder's paperwork and record keeping are well organised. However, health information was missing from all children's registration records. This was immediately addressed, and the details were sent to us the following day. The child minder has a valid Disclosure and Barring Service Check (DBS). However, the child minder's partner, who is sometimes at the setting when children are present, did not have a current DBS certificate. Whilst no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder has developed good relationships with parents. We received parent feedback questionnaires that included positive comments such as: *'Highly recommend this setting as a welcoming friendly and loving family type environment...'* and *'Really enjoy taking my children to Ceri's. I know they're properly looked after and cared for...'* The child minder shares information appropriately with parents through electronic messaging and via face-to-face communication. A few photographs showed that the child minder uses local places of interest to enhance the children's experiences. For example, she takes children on outings to local play barns and cafés for breakfast. This helps the children gain a sense of belonging within the community.

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 must confirm to the Care Inspectorate Wales that all persons that are regularly present at the premises during child minding hours have a current DBS certificate.	New

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 24 - Safety	To include in the setting's risk assessment, risks associated with the low garden fence and measures in place to reduce or remove this risk .

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)
To support speech and language development by encouraging toddlers to be less reliant on a dummy/comforters when they are playing.
To make a note of activities offered to the children, keep examples of children's work and strengthen the way children's individual milestones are captured.
To limit the use of the television and replace this with rich play experiences.

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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