



Inspection Report

Hannah Cross

Abergele



Date Inspection Completed

16/06/2022

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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 18 May 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 the 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>	Good

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

Summary

Children are active and express enthusiasm and enjoyment. They have a sense of belonging, forming friendships and are familiar with routines. Interactions between children and the child minder are consistently good and children co-operate well. Children are enthusiastic in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times. Children have appropriate opportunities to develop their independence skills enabling them to do most things for themselves well. They are developing their creativity, exploration skills and imagination effectively. The child minder has a good understanding of her responsibilities to keep children safe and healthy. She manages interactions positively and has a warm approach to care giving. The child minder organises a wide variety of play and learning activities and prepares for the children's next steps of learning. The indoor environment is safe, clean and welcoming. The outdoor environment is attractively organised with a good variety of resources and equipment to develop children's physical and sensory skills well. The child minder is committed and dedicated and works hard to make continuous improvements to the setting. The setting operates through the medium of English with basic Welsh spoken.

Children experience interesting age-appropriate opportunities promoting their all-round development and enabling them to confidently follow their own interests.

Children are confident communicators and express themselves well. For instance, children enthusiastically told and showed us what they were making in the home corner and presented us with a selection of wooden toy cakes. They make appropriate choices and decisions because they are aware of the options available to them. During outdoor play children enjoy exploring the resources on offer and like being able to move from one activity to the other with ease. For instance, they showed us how they filled different containers in the sand and water trays.

Children are familiarising themselves well with the daily routine, which gives them a sense of security. On entering the setting children are welcomed warmly by the child minder and their friends. As a result of this, children settle and engage in play quickly. For example, we saw a child arriving later and was soon settled and seen happily joining in play.

Children are polite and use good manners with little prompting. They interact positively with their friends and the child minder. They are learning to share and take turns. For instance, children showed kindness as they shared the slices of the wooden birthday cake and counted the candles together. Children enjoy the social occasion of mealtimes and sit nicely at the table.

Children are actively engaged in their play and learning. They have freedom to explore the indoor and outdoor play areas safely and to make choices about what they want to play with. One child enjoyed filling different sized baskets with wooden fruits while their friend talked about going to the zoo and arranged a selection of animal figurines. They are developing their imagination and creativity successfully. For instance, a child pretended they were a delivery driver and delivered a parcel to their friend. Another child took on the role of a doctor, they used a toy stethoscope and told us we did not need any medicine.

Children are developing their independence positively. Two children directed their own play confidently and extended their imagination by constructing an animal hospital with large wooden planks and bricks. When washing their hands children use a step to be able to reach the washbasin with ease. However, there are missed opportunities at mealtimes for children to develop their independence further, for example, meals and drinks are served to them. Children enjoyed the opportunity to have some quiet time and chose their favourite book to read and look through. They are learning to do most things for themselves with positive encouragement from the child minder.

The child minder consistently praises children for their efforts and celebrates their achievements positively.

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 well. First aid and safeguarding training is current and suitable for the ages of children cared for. The child minder completes accident and incident records accurately and keeps parents informed. She encourages children to wash their hands and this helps to develop their personal hygiene practice effectively. The child minder 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 the outcome recorded lacks detail in order for improvements in practice to be considered. The child minder promotes healthy eating and there is an option of water or milk for children to drink. She encourages plenty of well organised outdoor activities for children to play in the fresh air and develop their physical skills successfully.

The child minder has a warm and caring approach. She encourages children to share, take turns and practice good manners. This creates a lovely atmosphere.

The child minder plans interesting activities and tracks children's development and progress well. Parents commented they enjoy receiving the daily updates on their child's development and like seeing the photographs of their children taking part in activities. The child minder invited children to talk about how they prepare themselves to go out to play when it is hot and sunny outdoors. This led to a lively discussion where children demonstrated putting on sun cream and sunhats.

Photographs of children showed them participating in a variety of activities on the beach, going for walks in local parks, celebrating seasonal festivities and learning about different cultures. The child minder encourages children to learn about the natural world and has organised activities to develop their learning, for instance, how caterpillars turn into butterflies.

Environment**Good**

The child minder provides a safe and clean environment where children can play and learn successfully. She completes risk assessments identifying the potential hazards to children and what measures are in place to manage these risks. She makes sure information is available to parents on how to deal with emergencies and the child minder supervises children well.

The child minder has organised both the indoor and outdoor play areas attractively. The indoor storage of toys and resources are suitable and accessible to children. She provides a good range of quality toys and resources for the ages cared for and children have access to appropriately sized furniture. Cosy areas for quiet time and rest are well presented. 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 recycling. The child minder makes sure children's artwork is attractively presented which shows children their efforts are valued.

Areas of learning, both indoors and outdoors invite children to develop their creativity and imagination well. There is a good selection of natural resources to develop children's sensory, language, numeracy, and self-awareness skills. The child minder has worked hard to develop the play area environments, free flow access to the outdoors especially gives children more opportunities to play in the fresh air.

Leadership and Management

Good

The child minder is enthusiastic and committed to making improvements to create better outcomes for children. She 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. However, the safeguarding policy requires updating to reflect current procedures. The child minder has a good understanding of her responsibility to promote the Welsh language and basic Welsh is spoken.

The report reviewing the quality of care is informative and reflective, highlighting improvements made and the people running the setting's vision for the future. The report includes the views and comments gathered from parents. The child minder explains in the report how she draws on children's comments, but these have not been included.

The child minder makes sure the disclosure and barring checks for herself and those living on the premises are up to date. She makes sure the attendance of children is recorded consistently. Required training is up to date. The child minder is dedicated and told us she is looking forward to driving improvements for children.

We spoke to parents; they said the child minder is 'amazing' and they are very happy with the setting as their child is settled and progressing well. A parent said their child talks positively about the child minder when they arrive home and enjoys talking about what they have been doing each day. The child minder has built positive partnerships with parents and the local community, organising activities for children to participate in, in order to help improve children's social skills.

Recommendations to meet with the National Minimum Standards

R1: Consider providing further opportunities at mealtimes for children to develop their independence.

R2: Include more detail in the outcome for fire drills to help make improvements for future practice.

R3: Include the children's comments and views in the quality of care report.

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
N/A	No non-compliance of this type was identified at this inspection	N/A

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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