



## Inspection Report

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**Bridgend**



**Date Inspection Completed**

14/03/2024

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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	1 December 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>	<b>Good</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Good</b>
<u>Leadership and Management</u>	<b>Good</b>

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

### **Summary**

Children are very happy at the child minder's home. They are confident to make choices, to speak and to express themselves. Children are developing friendships and are confident interacting with one another. They enjoy free play and feel comfortable in their learning experiences. Children have good opportunities to develop their independence skills.

The child minder has a good understanding of how to keep children safe and promote their health and well-being. She promotes positive behaviour consistently and the child minder is responsive to the children's needs. She has developed effective policies which she implements in her practice and plans activities to promote children's development.

The child minder ensures the environment is safe, warm and welcoming to the children. It is homely and well decorated. Children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

The child minder runs an effective and well organised setting. She has the appropriate policies and procedures in place and has good systems for evaluating and improving their setting. The child minder is committed to developing positive partnerships with parents and carers to promote positive outcomes for children.

**Well-being**

**Good**

Children are happy and settled, they thoroughly enjoy their time with the child minder. They have a strong voice and feel comfortable to express themselves through verbal and non-verbal cues. Children move freely between activities and show enjoyment in their play. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. For example, some children choose to play with the musical instruments whilst some children choose to create a picture from different materials.

Children are settled and they feel safe, happy and valued. They display positive, emotional bonds of affection with the child minder and spontaneously seek cuddles and reassurance from her. Children clearly enjoy her company as they invite the child minder to play with them, frequently interacting and engaging with her. They are cared for by a nurturing child minder who knows them well. Children receive an immediate response to their requests and prompts. For example, when a child asked for help trying to find certain resources, the child minder immediately responded to help them find what they were looking for.

Interactions between the children and the child minder are delightful. The children cooperate well for their ages and stages of development, and they are actively interested and engaged in the play opportunities available to them. For example, they took it in turns when stacking blocks. Children smile and laugh as they play together and ride around on the toys. They are treated with respect and the child minder takes their views into account. For example, when a child wanted an alternative at lunch time, their requests were met.

Children show high levels of engagement in their play and learning, and they confidently choose activities that interest them. They choose to engage in directed and self-directed activities. Children concentrate for appropriate periods of time in line with their age and stage of development and they have freedom to safely explore their indoor environment. They have good opportunities to initiate their own play and to influence their activities.

Children have opportunities to learn how to do things for themselves. They are well supported and encouraged to develop their independence. For example, they engage in visits to the bathroom to use the toilet and wash their hands and do so independently. Children sit nicely at mealtimes and are confident to feed themselves. They are actively encouraged to make decisions about how they spend their time at the setting. Children gain a sense of achievement from what they do and are eager to share their successes. For example, a child was excited to show their picture they had made, and they asked the child minder to take a picture to show their mum.

The child minder has a very thorough understanding of her role and responsibilities and implements policies and procedures to ensure the children are safe in her home. She implements appropriate cleaning and hygiene procedures and encourages children to wash their hands frequently. The child minder maintains sufficient risk assessments which show that risks have been considered and minimised where possible, however she needs to develop these further to consider the different outings and transport. The child minder is aware of safeguarding procedures, and she is aware of the procedures to follow if she has any concerns about any child. She completes appropriate medication and accident forms, and the child minder maintains the appropriate registers which are accurate and reflect the children's exact arrival and departure times. She ensures children's privacy and dignity is respected when they use the toilet, and the child minder follows appropriate nappy changing procedures. For example, she wears personal protective equipment (PPE) when changing a nappy.

The child minder is very kind and nurturing towards the children, and she manages interactions with them extremely well. For example, children consistently receive meaningful encouragement from the child minder during their play, such as, *"Wow! You are so clever! You did great!"* The child minder treats the children with respect, and she has realistic expectations of their behaviour and developmental stage. She sits with children and engages with them during play, for example during creative activities and when singing and playing with the instruments. The child minder encourages the children to say 'please' and 'thank you' and she praises them when they use their manners independently by saying, *"Well done, you are so polite!"* The child minder manages children's behaviour well through using gentle tones, distraction and praise. She encourages the children to wait their turn and to be kind to their friends.

The child minder supports children's learning in a positive way and provides experiences to promote their development. She plans outings and activities around children's individual needs and interests, for example, they visit the local library to engage in storytelling and singing. The child minder is currently developing her records to reflect the 'Curriculum for Wales' and children's next steps in their learning and development. The child minder ensures she meets children's individual needs and has a sound understanding of how to support them. She is aware of children's routines and mainly provides a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with. The child minder engages and supports children during their chosen activities. For example, when children are playing with the shape sorter, she talks to them about the shapes and number of sides. The child minder encourages them to look closely at the shapes to find a way to make them fit through the correct slot.

## Environment

Good

The child minder provides a safe and a very well-maintained environment, with specific areas for child minding. The entrance is secure, with a ring doorbell in place. She ensures

all visitors sign in and out of the setting. The child minder practises regular fire drills with the children to ensure they can evacuate her home in the event of an emergency. The child minder completes daily checks and ensures her gas safety certificate is up to date. The indoor and outdoor areas are secure and provide a stimulating space for children to play and learn. There are stair gates across the downstairs of the property, to ensure children remain in areas safe to them. The pet dog has its own resting area, away from the children's playroom.

The child minder ensures the premises are warm, welcoming and child friendly. Children benefit from a dedicated playroom which the child minder organises well. The environment reflects a natural and calming environment which enriches children's play. There is low-level, accessible storage where children can independently retrieve the resources they want. This supports their self-directed learning. Children can safely explore the environment as they have good floor space to play, as well as areas to rest and relax or play creatively. The child minder introduces resources and materials which spark children's creativity. For example, children spend a large amount of time playing with the felt materials and resources to design their own 'under the sea' picture. The child minder encourages the children to take age-appropriate risks, allowing them to learn in a safe and supervised environment. Children access a downstairs bathroom which is very clean, extremely well maintained and child friendly.

There is a wide range of resources and equipment available to the children which are in good condition and meets their individual needs and abilities. They are varied to keep children's interests and sufficient in quantity to provide children with a choice. For example, there is a range of craft resources, jigsaws and games, musical toys, small world resources and vehicles. The child minder provides a variety of resources outdoors which extends children's play and physical development. The range of play opportunities outdoors includes a trampoline and a climbing frame. The child minder recognises the importance of spending time outside and regularly encourages the children to spend time outside by visiting the local park frequently.

## **Leadership and Management**

**Good**

The child minder prides herself on running a good, quality provision to children and their families. She manages her setting effectively and organises her paperwork meticulously. There is a detailed statement of purpose, providing parents with accurate information, enabling them to make an informed choice about the care of their children. She ensures her

policies and procedures are clear, well organised, implemented successfully and undergo regular review. The child minder works effectively and proficiently, keeping Care Inspectorate Wales (CIW) up to date with any changes at the setting. The child minder maintains the appropriate public liability and vehicle insurance and her certificates are all up to date, including her registration with the Information Commissioner's Office (ICO).

The child minder continually monitors the quality of service and plans for improvements very effectively, regularly seeking feedback from parents and children, which demonstrates high levels of satisfaction from parents and carer. She successfully incorporates the positive feedback into her quality of care review. The child minder is committed to improving her service and considers her strengths and areas to develop further, in order to achieve the best outcomes for children.

The child minder maintains her own continuous professional development through comprehensive training. She ensures all mandatory training is kept up to date and regularly completes additional courses that are relevant and support her in her role. She ensures the relevant Disclosure and Barring Service (DBS) checks are in place for all household members, with systems in place to ensure they are updated in a timely manner. The child minder has the appropriate contracts in place for the children in her care and maintains all the required records and permissions in relation to children's individual needs.

The child minder has strong relationships with parents and carers. She is mindful of the importance of clear communication and engagement and keeping them fully informed. For example, she keeps parents and carers up to date through a private social media page, messages and verbal communication frequently. Parents said they are happy with the care their children receive and they do not worry about their children when they are with the child minder. The child minder ensures she has meaningful conversations with parents, carers and outside agencies to seek further support if required. She is committed to working with other professionals to support families and ensure children's needs are fully met.



### 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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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	Develop risk assessments further to include transport and outings.

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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