



Inspection Report

Michelle Hosken

Barry



Date Inspection Completed

05/05/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	28 August 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use, the service.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<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 very settled and really enjoy their time at the setting. They have access to a good range of interesting activities that help them reach their developmental milestones. Children are confident communicators and frequently make decisions about their care and play.

The child minder has recently reviewed many policies and procedures to strengthen her practice. She is implementing these well to promote children's health and safety, although some are being further improved. She provides warm, responsive care and manages interactions positively and in an engaging way. She is committed to improve her skills by attending numerous training courses. The child minder has a Level 3 qualification in childcare, as well as up to date certificates in first aid and safeguarding.

The child minder ensures that the environment is generally clean and appropriately maintained. She is further developing risk assessments to support her to keep the environment safe. She ensures there is sufficient space and suitable facilities for children to play and receive care. At present, children do not access the garden as it is unsuitable for children to play.

The child minder is keen to develop her setting and runs her service appropriately. She has recently made several improvements to paperwork to ensure she fully complies with regulations and national minimum standards. She provides a flexible service for parents and overall, implements her statement of purpose well. She has good partnerships with parents and is developing a good support network with other child minders and the local authority.

Well-being

Good

Children are confident to communicate because they know their opinions are respected. They have freedom to choose play activities and their choices are supported by the child minder. Children are confident to express themselves and make their opinions known through verbal and non-verbal gestures. For example, a child shook their head when offered to take a nap, and they continued to play. We saw that trust exists between the child minder and the children. The child minder pre-empts what is required because she knows the children well, for example, when a child needs to use the potty.

Children are extremely settled and happy at the setting. They chat happily to the child minder about their families and what they were doing in school, giving them a sense of belonging. They enjoy the spontaneous praise they receive for succeeding or trying an activity, smiling broadly. For example, matching and colour sorting. Children readily seek out affection and support from the child minder, showing that they are clearly comfortable in her care.

Children interact appropriately and are respectful of the needs of other children present. Younger children are learning the consequences of their behaviour such as throwing toys. Older children understand they are required to keep to the rules such as eating and drinking at the dining table and tidying toys away when they are finished with. Children are considerate of the wishes and feelings of others. We saw them take turns to call out a colour and co-operating to take turns with dolls. Older children are helpful and supportive to the younger children. They enjoy each other's company and understand the need to be kind, courteous and respectful. They understand the expectations of behaviour as the child minder gives consistent reminders such as 'be gentle,' 'please' and 'thank you.'

Children enjoy their time at the setting and are active and curious learners. They engage in activities that they are interested in for an appropriate length of time, according to their age and stage of development. They have time for uninterrupted play and persevere to complete tasks. For example, one child spent time playing in the role play kitchen, while others took time to paint their Union Jack flag ready for their Coronation party. Children discuss with the child minder what they want to do, and this is facilitated either at the time, or organised for another day.

Care and Development

Good

The child minder is developing in confidence in her role. She ensures children's health and well-being is promoted well. There is a safeguarding policy in place and discussions with the child minder evidenced that she is aware of the procedure if she had any concerns for children's welfare. The child minder has Paediatric First Aid and safeguarding training and is also qualified to level 3 in Childcare. The child minder promotes healthy lifestyles, providing the children with fresh drinking water, accessible to them in their own drinking containers, and healthy fruit snacks. The child minder provides most food and has a food hygiene certificate. There is no policy regarding handling food for children who may have allergies or intolerances. The child minder's accident, incident and medication records show that they are well completed and monitored. Fire drills are practised regularly and are recorded appropriately. The child minder encourages physical activity, but children cannot access the rear garden for play as it is currently not suitable. She told us that she takes the children on frequent trips out, such as to local attractions, soft play centres and parks, as well as walking to and from school.

The child minder manages children's behaviour well. There is a behaviour management policy in place, which identifies positive methods to manage children's interactions. The child minder is respectful of children's needs, and she provides children with clear boundaries within her home. She is consistent in her approach and shows regard for individual children and their age and stage of development. Children are encouraged to take responsibility for their own behaviour. She consistently explains to children, the risks of them throwing a toy and this is successful. She is fair and firm when addressing minor disagreements between children.

The child minder provides a caring environment and is responsive to children's needs. She has a good understanding of the needs and preferences of the children in her care. The child minder has a basic system in place to monitor children's developmental milestones and she has a good understanding of the progress they are making. The child minder plans for an interesting range of play and learning experiences for children. These support them to develop essential speech and language skills, as well as other fine motor skills such as cutting and sticking materials. She facilitates activities that reflect diverse cultural and seasonal celebrations including Chinese New Year, Halloween, and St David's Day. Children enjoyed learning about the King's Coronation by painting flags, doing craft, and listening to stories about the event. The child minder provides very few opportunities for children to hear and use the Welsh language.

Environment**Adequate**

The child minder ensures that the premises are generally safe and secure. She has basic written risk assessments in place, which she is in the process of expanding. She does have a number of safety precautions in place, such as safety gates and external doors are locked. Children cannot therefore, access areas that require supervision to do so. The child minder requires visitors to sign in. She ensures that the premises are maintained appropriately by ensuring that the heating system is serviced annually. She spoke confidently about keeping children safe when off the premises.

The child minder ensures that internal spaces are child friendly, and generally well maintained. The child minder uses the downstairs rooms only. She has set up the playroom to afford children a good degree of independence with many resources stored at a low level for easy access. There is comfortable seating for relaxation and a low table and chairs for table-top activities and mealtimes but there is no adult size table or chairs for older children. The front living room is used for quieter activities and is set up with a travel cot for young children to sleep. The child minder has recently had a new kitchen and flooring installed, ensuring a good standard of hygiene can be easily maintained. The child minder does not use the rear garden as it is not currently suitable. Children are supervised to use the downstairs toilet, as it is accessed via the kitchen.

The child minder has a good variety of toys, games, and books, suitable for all age ranges. The resources are of good quality. There is sufficient space for children to move freely and have quiet, relaxing times. The child minder risk assesses the storage of toys so that children can only access resources that are suitable for their age and stage of development.

Leadership and Management

Adequate

The child minder is committed to improving her management skills, so she can fulfil her vision for her setting. She generally complies with the regulations and national minimum standards well. The child minder has a statement of purpose that outlines what the setting provides, allowing parents to make an informed choice about the suitability for their child. She has developed appropriate policies and procedures, many of which have been recently updated. She is going to review some policies further, to reflect changes to legislation such as the Additional Learning Needs Code of Practice. She maintains daily records such as attendance registers well. The child minder has policies showing how she ensures records are stored securely and how she complies with confidentiality and data protection laws.

The child minder monitors the quality of the setting adequately. She regularly seeks the views of children and parents, using feedback to evaluate the setting on an annual basis. She produces a useful report of her annual review. The child minder understands the importance of keeping up to date with best practice and the need to refresh her training and skills regularly. She has established links with other child minders and seeks support from a child minding organisation and the local authority to help her. She is receptive to advice and keen to make improvements to the setting.

The child minder does not employ an assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. She has links with other child minders in the area and has nominated a back-up child minder that she can call on should an emergency arise. She ensures that all mandatory training such as paediatric first aid and child protection is regularly updated. All household members' disclosure and barring service checks (DBS) are up to date.

The child minder understands the importance of working in partnership with parents to ensure children receive the support required to meet their individual needs. She gathers useful information about children's preferences and routines before they start. The child minder keeps all parents suitably informed via secure social media and verbal information. The child minder has set up a parent noticeboard with information on, amongst other things, holiday dates and the evacuation procedure. The child minder described the useful relationship she has with the local authority and the support she is receiving to prepare to offer places to the Flying Start scheme.

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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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 1 - Information	review the statement of purpose to ensure that it clearly outlines all the matters required by the national minimum standards

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 policies where necessary, to reflect recent changes to legislation
draw up a policy outlining how you would safely provide food to children with food allergies or intolerances
finish completing the risk assessments and keep them under review
provide more opportunities for children to develop their knowledge and understanding of the Welsh language

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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