



Inspection Report

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Conwy



Date Inspection Completed

25/01/2022

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About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 05 November 2017
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	Working Towards. The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

Summary

Children are happy and communicate their wants, moods and needs confidently. They have good opportunities to follow their own interests and make choices about what they want to play with. Children cope well with separation from their parents / carers and are familiar with the daily routine. They interact positively with their friends and the child minder. Children are active and curious learners and are fully engaged in their activities. They are developing their independence appropriately. The child minder has a warm and caring approach to care giving. She has a good understanding of her role and responsibilities to keep children safe and healthy. The child minder organises interesting activities and supports children to develop their learning through play effectively. The environment is welcoming, safe and clean. Learning areas are attractively organised with ample quality resources. The child minder is hard working and enthusiastic about her role and development as a child care professional. She manages and reviews the setting effectively and has built positive partnerships with parents. The main operating language of the setting is English with basic Welsh being spoken frequently. The child minder promotes the Welsh language and it is her vision in the future to be able to work towards being able to provide the 'Active Offer' of the Welsh language.

Well-being

Children's opinions and interests are listened to and acted upon. They are familiar with the daily routine and their interactions are positive.

Children communicate with confidence and follow their own interests positively. A child tells the child minder they are going shopping and fills their shopping bag with the related props from the home corner. The child excitedly explains what they are going to buy and shows the child minder the cash card they will use. At snack time children decide which fruits they would like to eat and enjoy their choices of oranges, strawberries and apples.

Children feel valued as their requests are listened to. For example, during a story time activity children said they had enough of this activity and were given the opportunity to lead their own play. A child felt comfortable and relaxed as they had their nappy changed and babbled happily with the child minder.

Children respect the toys and resources and co-operate well when it is time to tidy up. They sit nicely at the table during meal times and practice good manners. They interact well with their friends, learning to share and take turns. For example, when making cards to celebrate Santes Dwywnwen, they shared the paint and heart shaped stampers. Children are praised for their achievements and this make them feel good about themselves.

Children are active and curious learners. They enjoy the sensory experiences on offer. For instance, children enjoy putting their hands into a tray of bubbly water and cups of squirty cream, pretending it is snow. They create an arctic scene with penguins, snow leopard and polar bear figurines. Children are creatively developing their imagination well. For example, they use a variety of props to help them create their characters. They pretend to be doctors and took the child minder's temperature and used a stethoscope on one another. Children are learning about empathy and kindness. A child places a baby doll for a rest and places a blanket over it. The child picks up the doll for a cuddle and carefully places in the buggy for a walk around the play area.

Children are confidently developing their independence as they explore their play area freely. When washing their hands children use a step to be able to reach the hand washbasin with ease. They concentrate well during a matching the pairs of gloves game, they study the colour and patterns before deciding which one is the correct match. Children are learning to do things for themselves with positive encouragement from the child minder.

Care and Development

The child minder has a friendly, caring approach and manages interactions positively. She consistently praises children for their efforts and celebrates their achievements.

The child minder understands her role and responsibilities to keep children safe and healthy. She has a good understanding of safeguarding procedures and implements her policies well. First aid and safeguarding training is current and suitable for the ages of children cared for. Nappy changing procedures are in line with current infection control guidance. The child minder completes accident and incident records accurately and keeps parents informed. Fire drills are undertaken to make sure children know what to do if they have to leave the premises in the event of an emergency but the outcome is not recorded. She encourages children to wash their hands and this helps to develop their personal hygiene practice appropriately.

The child minder promotes healthy practices, for instance, most parents commented their children are encouraged to eat healthily and the child minder encourages outdoor play in the fresh air. The outdoor play area is currently not in use as it is being developed. We saw photographs of children enjoying their time playing in the park, woodland and out and about in their local community.

The child minder plans activities and tracks children's development and progress well. She develops children's language skills positively and encourages them to use basic Welsh throughout the day. Parents commented they enjoy receiving the daily updates about their child and reading the newsletter on activities. Photographs of children showed them making craft to celebrate a range of different celebrations and festivities. For example, they had made a large wall display of a dragon out of paper plates to celebrate Chinese New Year and painted daffodils for St David's day.

Environment

The child minder provides a safe and clean environment where children can play and learn effectively.

Risk assessments appropriately identify the potential hazards to children and what measures are in place to manage these risks. Since COVID-19 the child minder explained she has increased the cleaning routines and follows current guidance. The child minder makes sure clear information is available to everyone about how she would deal with emergencies. Health and daily safety checks are being undertaken. The child minder told us she tests smoke alarms monthly but these are not recorded. The child minder supervises children well.

The layout of the play room promotes children's independence enabling them to freely explore and make their own choices about what they want to play with. Toys and resources are wide ranging for the ages cared for and children have access to appropriate sized furniture. The environment is welcoming.

Indoor storage of toys and resources are suitable and accessible to children. The child minder raises children's awareness of the world around them by providing a range of different dolls and resources, which show different cultures. Areas of learning are well organised and there is an impressive selection of good quality natural resources to develop children's sensory, language, numeracy and self-awareness skills.

Since COVID-19 the child minder has worked hard to gain funding to develop the outdoor play area, this is currently being developed. Plans show the area will give children more opportunities to play in the fresh air in all weathers. The child minder showed us this area and the range of equipment which will be used to help develop children's physical, sensory and fine motor skills.

Leadership and Management

The child minder manages her setting with dedication and is enthusiastic about creating improved outcomes for children.

Policies and procedures are in place and the majority of these are reviewed annually. The child minder has a good understanding of her responsibility to promote the Welsh language and basic Welsh is spoken. The child minder has written a statement of purpose, which provides parents with clear information of what the setting offers. However, the child minder has not notified CIW of an incident at the setting to meet with requirements. When discussed, the child minder said it was a misunderstanding on her part. The assessment of service statement has been submitted.

The report reviewing the quality of care reflects on the comments gathered from those using the setting, what the setting does well and areas for development. The child minder is currently gathering further comments and views of all those using the setting. She will consider these further comments along with other areas, which may require improvement for the next quality of care review report.

The child minder and person's living on the premises disclosure and barring check is up to date. Her training is current. The child minder is enthusiastic and committed to developing her knowledge, skills and qualifications as a child care professional. She is currently working towards a leadership and management qualification in child centred practice and told us she is really enjoying researching new approaches to develop children's learning through play. She has collated the required information on individual children and clearly records children's attendance.

The child minder has successfully established positive partnerships with parents. Parents said they are happy with the care provided and daily communication is good. Parents told us the child minder encourages children to engage with their local surroundings and regularly go on visits to the nearby farm, park and beach. Photographs of children showed them enjoying their time playing in and familiarising themselves with their surroundings to achieve better social skills.

Recommendations to meet with the National Minimum Standards

R1: To record the outcome of fire drills so improvements can be made and record the date of when smoke alarms are checked.

R2: Review all policies and procedures annually and include the date of the review.

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
31	The child minder did not inform CIW of a significant	New

	event relating to a child's illness.	
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