



Inspection Report

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Colwyn Bay



Date Inspection Completed

21/11/2023

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About the service

| | |
|---|---|
| Type of care provided | Child Minder |
| Registered places | 6 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 20 December 2017 |
| Is this a Flying Start service? | No |
| Does this service promote Welsh language and culture? | This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture. |

| | |
|--|-------------|
| <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 happy and form warm relationships with the child minder. They enjoy their time at the setting and are confident to let the child minder know what they want to do. Children have fun and a good range of play and learning experiences. They have plenty of opportunities to choose.

The child minder knows how to keep children safe and healthy. She supports individual children in a warm and highly positive way. The child minder is relaxed, kind and friendly and plans a range of activities in line with children's interests. She promotes children's imagination with activities which help them to learn and develop their skills.

The child minder provides a safe and comfortable environment for children with good learning opportunities. She ensures hazards and risks are monitored and managed effectively. A good range of natural resources and experiences develop children's social, physical, and creative skills as well as providing good learning opportunities.

The child minder manages her provision well and understands her regulatory responsibilities. Documents are clear, well organised, and easy to find, and suitability checks are kept up to date. The child minder takes the children on outings so they can learn more about the world around them. Parents are well informed about their children's development. There are successful partnerships with parents and the local community.

Well-being

Good

Children are curious and interested. They are happy and settled. They move around the resources and activities freely and can choose for themselves as everything is stored within their reach. They are happy to follow their own interests and express confidently what they want to do. They show pride picking up a box showing how strong they are.

Children have close attachments with the child minder and develop warm relationships. Children look at the child minder with love and adoration as she reads their favourite story. They develop a strong sense of belonging and are confident to chat. Children are happy to approach the child minder for comfort and react well to positive words of encouragement and praise particularly when sitting at the table eating lunch.

Children are confident as the daily routine is familiar. They know the routine and get wipes for their hands and face after lunch. The child minder gives good explanations which ensures children feel secure as they know what is going to happen next, such as washing their hands and having their nappy changed or a story before a nap. They happily chatter to the child minder about what they are doing and are eager to involve her in their play and at mealtimes wanting to share their food with her. Children happily tidy away the jigsaw chatting to the child minder. They enjoy quieter times too, taking a nap and relaxing listening to a story.

Children have a good range of play and learning experiences and develop new skills well. They join in with the story and huff and puff at the right times. They are becoming independent washing their hands themselves and helping themselves to resources such as a brush. They like to spend time outdoors and use the garden daily. They have good opportunities to develop socially as they go to toddler groups and on walks in the local area such as the beach. Children are encouraged to do things for themselves and develop their Welsh language skills listening to the child minder using simple words and phrases.

The child minder understands her responsibility to keep children safe and healthy and has relevant policies and procedures in place. The child minder knows the procedure to follow should there be any safeguarding concerns about a child. She records accidents and incidents and ensures parents sign the records on collection. The child minder promotes a healthy way of life with plenty of walks and outdoor play. She ensures children wash their hands, such as after using the bathroom and before eating the lunch they have brought from home. The child minder promotes good hygiene by wiping surfaces and wearing an apron and gloves to change nappies.

The child minder has built positive relationships with the children. The care is relaxed, and child led, ensuring children's emotional well-being is nurtured. The child minder interacts with warmth and kindness, giving plenty of praise for small achievements. She provides lots of alternatives and reminds children of simple rules such as putting a small chair down carefully. The child minder listens to the children and brings their lunch when she sees they are hungry.

The child minder is knowledgeable about children's development and successfully meets their needs. She follows children's individual routines and preferences and records their progress and development. Parents receive a good level of detail about the child's day through an app with plenty of photographs. The child minder plans a few activities and play experiences that the children enjoy and which link to places of interest such as to a local park. She ensures children are busy and respects all their choices, interests, and requests. The child minder makes the most of every learning opportunity sharing saying 'One for you and one for me.' She uses plenty of Welsh during play such as counting out the sugars to go in the tea. The child minder meets with other local child minders for outings and socialisation opportunities for their children.

The child minder ensures the premises are safe and well maintained and meets the needs of the children. The door is locked and has a camera and visitors to the setting are recorded. The child minder makes sure equipment is safe and the environment and toys are clean, well maintained and age appropriate. A safety checklist has been carried out and risk assessments manage any hazards. There are risk assessments for places visited. The child minder is aware of her responsibilities and supervises children well during their activities. Fire drills take place every month, so children know how to evacuate the home in an emergency.

The child minder ensures the environment is suitable and children feel comfortable and at home. She knows her setting well and has developed her service with a playroom. She provides plenty of toys, games and equipment and organises these well so children can access them easily. The child minder ensures the space is welcoming to children with a comfy sofa. The layout of the room promotes children's independence and is attractively organised to enable children to freely explore and make their own choices about what they want to play with. A garden provides a variety of different play and learning opportunities for children to enjoy outdoor play.

A well-resourced playroom and outdoor area provide good opportunities for children to develop a range of skills and create imaginative play. There are a variety of materials including plastic and natural objects which give the children the opportunity to work with different textures and surfaces. The layout of the room promotes children's independence and is organised to enable children to freely explore and make their own choices about what they want to play with.

Leadership and Management

Good

The child minder runs her service in a professional way. The statement of purpose provides parents with the required information about what the setting offers so they can make a choice. Effective policies and procedures are available for parents and the child minder keeps a record of children's attendance. Records are clear and well organised, with information and documents easy to find. The child minder is a member of a childminding support organisation. She finds this useful to keep up to date with information about her business and utilises some of the documentation the organisation provides.

The child minder is committed to improving the services she provides. She reflects on her practice and completes an annual review. The child minder is aware of her strengths and areas to improve. Parents are very pleased with the service they receive, and their views are considered.

The child minder ensures she keeps up to date with all mandatory training and current guidance to improve her knowledge and carry out her role effectively. All relevant family members have a current Disclosure and Barring Service (DBS) check.

The child minder has built effective partnerships with parents. She keeps them well informed about their child's day through an app which shows photographs of the children enjoying their time with her. The child minder is sensitive to the needs of the children and their parents and forms are completed before the child starts so the child minder can provide a good level of care. Regular updates from parents ensure that the changing needs of the children continue to be met.

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 |
|-----|--|-----|

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) |
| | No NMS Recommendations were identified at this inspection |

| 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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