



## Inspection Report

**Rachel Dally**

**Barry**



## **Date Inspection Completed**

15/11/2023

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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	29 November 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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

### **Summary**

Children are happy, settled and cope well with separation from their parents or carers. They express themselves and have their voice heard. Children confidently explore the indoor environment and engage in play opportunities.

Overall, the child minder promotes safety for children. She has sound knowledge of the children's needs and interacts with warmth. Individual development is recognised, although not formally recorded. The child minder supports children with their learning and development.

The child minder provides a suitable environment for children. There is a range of equipment and resources for the variety of children attending the setting. The playroom is well organised, allowing most children to access equipment independently.

The child minder works alongside her mother, also a registered childminder at the same address. They work well together and ensure the regulations and nearly all national minimum standards are maintained. They have acted promptly to make changes following our visit. We have noted a few recommendations as part of this inspection.

## Well-being

Good

Children have good opportunities to make choices and decisions about what activities and resources they want to play with. They choose what they want at snack and mealtimes, from the options provided to them and which new drinks bottle they would like. Most children confidently express themselves by calling the child minders name.

Children are happy, settled and cope well with separation from their parents or carers. They have positive relationships with each other, and the child minders. Children are very calm. They receive support and reassurance, having regular cuddles and comfort. Children contently sit next to the child minder when engaging in play activities. Their needs are recognised and supported. For example, when children are tired, they are encouraged to sleep. Children are familiar with routines. For example, at mealtimes, sleep times and during activities.

Children express enthusiasm and enjoyment. Overall, they smile, and interact with each other and adults well. Younger children are beginning to cooperate with each other. For example, they are supported by the child minder, when building train tracks and playing with trains. Older children support younger children and recognise when they are quiet. We saw a child pat a younger child on the shoulder and say, "*there we go*". They are learning to share with support from adults. Children confidently explore the indoor environment and engage in play opportunities.

Children are interested in their play and learning. They follow their own interest and engage in activities of their choice. For example, when threading and colour matching. Children confidently talk about the wooden fruits they are threading. Younger children are learning basic colours and numbers with the support of the child minder, using repetition and visual support. Counting train carriages and recognising their colours. They access opportunities at the child minders home and in the local area, which promote their all-round development. The children did not access the outside area during our visit.

Children are developing their independence skills well. They support the child minder when tidying up and follow instructions. Older Children feed themselves at mealtimes, whilst younger children are provided with support, if needed. Younger children are learning to access the bathroom with support of the child minder. Children clear their plates when they have finished their lunch.

## Care and Development

Good

The child minder understands and implements policies and procedures to promote safety for children. The child minder has current child protection and first aid training. Following our inspection visit, food hygiene training was undertaken. The child minder is aware of her responsibility to safeguard children, appropriately answering safeguarding scenarios. Accident, incident, and medication records are maintained, although have not been required for some time. Records viewed are countersigned by parents. The child minder has systems in place to meet allergies and dietary needs. She provides children with meals and snacks, with fruit available at all mealtimes. Overall, there are suitable cleaning and hygiene practices in place. The child minder encourages children to wash their hands before meals. Children have individual flannels to dry their hands with a picture of themselves on a hook at low level. However, we saw the child minder use her fingers rather than cutlery whilst supporting children with their fruit and did not clean highchairs or their trays after use. Consistent practices need to be in place to reduce the risk of infection.

The child minder understands the behaviour management policy and promotes positive strategies. For example, supporting children to share. The child minder engages with children at their level, sitting on the floor with them. She knows them very well and has good knowledge of their needs. The child minder regularly offers encouragement and praise. We heard her say, “*Well done*” and “*You’re doing well!*” The child minder interacts with warmth and kindness, engaging and interacting with them. We saw her support children in an interactive Christmas tree activity, with children adding decorations. The child minder sits with children to support and monitor them whilst they are having meals, encouraging good eating.

The child minder is aware of children’s individual development, although does not currently keep formal records. The child minder previously maintained records. Following our visit, she has confirmed she will re-instate observation records which will link into planning and next steps for children. The child minder provides a range of play and learning activities. For example, we saw the child minder interact with counting and colour recognition and values children’s attempts at communication. No Welsh was heard during the inspection visit. The child minder is aware of additional learning needs, implementing systems to support children and signpost parents. The child minder works with professionals to further meet children’s individual needs if needed. They celebrate some festivals and promote diversity through the resources available. The child minder confirmed children regularly go to local playgroups, visit local community lunch events and other areas of interest. For example, going on the train to the museum.

## Environment

Good

The child minder has appropriate policies in place and ensures the environment is suitably safe, secure, and generally well maintained. There is a front entrance with a porch, which provides an area for children to store their belongings and shoes at low level. A notice board is normally in place. However, the child minder confirmed this is not in place at present, whilst re-decoration is undertaken. All visitors sign in. There are varied risk assessments in place, with regular reviews. They are complete for regular outings, house, and crafts. On-going visual checks are completed. Regular fire drills are undertaken and recorded, and heating checks are in place. The child minder assured us a heating check would be undertaken after the inspection, due to an earlier appointment being cancelled. Cleaning routines are in place. The child minder has a pet dog, who accesses most areas within the house, but remains away from where children play. Parents are informed of the systems in place in relation to the dog. The child minder confirmed she monitors the dog to ensure safety of all children. The child minder has a specific risk assessment in place. The child minder assured us consent forms for supervised contact with the dog have been put in place following the inspection visit.

Children have access to a designated playroom, lounge- diner, and downstairs bathroom. There is direct access into the garden through patio doors in the lounge diner. Outside there is a secure garden. Although this was not viewed as part of the inspection, as children did not access the outside area. The environment meets the children's needs and enables them to reach their full potential. Inside, there is a varied range of equipment available to children. The playroom has a variety of resources and equipment which is at low level for children to access. Further equipment is available at higher level or in storage for older children. The child minder confirmed more equipment is stored outside, and the outdoor play space is used more during the summer months. There are some posters which promote Welsh colours, months of the years and basic language prompts for the child minder.

The child minder provides a range of suitable quality, developmentally appropriate play and learning resources. There is a range of resources to ensure children have a variety of choice. For example, small world play, sensory activities, reading books, role-play activities and puzzles. There is suitable equipment for the ages of the children who access the service. For example, prams, highchairs, and booster seats, potty, and an additional portable low-level sink in the bathroom.

## Leadership and Management

Good

The child minder runs her service well and complies with nearly all the regulations and national minimum standards. The child minder works alongside her mother, who is also a registered child minder, both working at the same address. They work effectively together and share their roles within their care for the children. All household members have up to date disclosure and barring service checks (DBS). The child minder has an up-to-date Statement of Purpose and generally keeps CIW up to date with any changes at the service via her online account. However, she must ensure all information is provided via her online account as well as the other registered child minder at the same address.

Overall, she maintains her records accurately. Registers are complete, with actual times of children's arrival and departure. Including a daily record of who is caring for children. Following our inspection visit, the child minder has confirmed she will also record if any household members are present when minding takes place. Children have accurate and complete contracts, with a range of consent forms in place. Following the inspection, the child minder has assured us consent for contact with the pet dog and for sleeping in a pram has been put in place. The child minder has systems in place to regularly review her policies. Although some require further development to reflect changes in legislation and guidance. The child minder has up to date certificates such as public liability insurance and ICO (Information Commissioners Office).

The child minder reviews and evaluates her service. She has a recent quality of care report, with parental and children's views included as part of the review.

The child minder keeps up to date with mandatory training and uses recourses available to her through her memberships. For example, undertaking training. The child minder has strong links with the local community. The child minder promotes positive partnerships with parents. Keeping parents up to date, with the use of private messages, private Facebook account and through verbal conversations at the start and end of the day.



### 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
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.

<b>National Minimum Standards</b>	
<b>Standard</b>	<b>Recommendation(s)</b>
Standard 10 - Healthcare	Ensure consistent hygiene practices are in place to reduce risk and spread of infection
Standard 7 - Opportunities for play and learning	Review and record children's development, linking to planning and next steps in their development
Standard 18 - Quality assurance	Ensure policies are up to date and reflect any changes in legislation or guidance

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.

<b>Best Practice</b>
<b>Recommendation(s)</b>
Develop the use of Welsh across the setting

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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