



Inspection Report

Deborah Franks

Sully



Date Inspection Completed

16/05/2023

About the service

| | |
|--|--|
| Type of care provided | Child Minder |
| Registered places | 8 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 17 May 2017 |
| Is this a Flying Start service? | Click or tap here to enter text. No |
| Does this service provide the Welsh Language active offer? | This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify and meet 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> | Good |
| <u>Leadership and Management</u> | Good |

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

Summary

Children feel very secure, happy, and comfortable in the child minder's home. They play freely and confidently communicate their needs. Children choose toys and activities which interest them. They have positive bonds of attachment with the child minder.

The child minder provides a nurturing, caring atmosphere and meets children's needs successfully. She offers a range of free play opportunities and some planned activities for children to access independently or with support. The child minder takes children's interests into account when developing and extending their learning.

Overall, the child minder ensures the environment is safe, clean, and well maintained. The premises is homely and well organised. Basic written risk assessments and safety checks are in place. The child minder provides a range of engaging resources, which extend children's play and development.

The service is managed well. The child minder has a range of policies and procedures to ensure the setting runs effectively. Communication with parents and links with the local community are good. We have noted four recommendations at the end of the report.

Well-being**Good**

Children are happy, settled and thoroughly enjoy their time with the child minder. They have a strong voice and express themselves well through verbal and non-verbal communication. Children have opportunities to make choices and decisions. For example, freely making choices about toys and if they want to play inside or outside. They engage well with each other and the child minder.

Children feel safe, happy, and valued. They cope with separation, relax, and settle happily. Children have positive attachments with the child minder and seek out cuddles and reassurance when needed. They are familiar with routines, which gives them a sense of security. For example, at mealtimes and on school runs. Children are active and express enthusiasm and enjoyment. We saw them smiling, laughing, and interacting well with one another when playing 'hide and seek'. Interactions between children and the child minder are consistently good.

Children cooperate well, actively engage, and take interest in their play. They confidently engaged in a messy play activity, adding water and sand, exploring the textures and different properties of the materials. Children treat one another with respect. For example, when sharing resources, they do so with kindness. Children's views are considered. The child minder asks children if they are ready for their snack before serving. Children confidently choose activities that interest them and enjoy their play and learning. We saw children concentrate and show sustained interest with sand and water play, leading to a further water play activity and then progress to a fishing activity.

Children have freedom to safely explore the indoor and outdoor environment. They have good opportunities to initiate their own play and activities. For example, children chose to engage in colouring activities, build a train track and play 'basketball' in the garden. They freely choose toys from the resources available and decide when to relax and have quiet times.

Children are developing their independence well. They actively choose toys and activities which interest them. Children are encouraged to take a lead on their learning which is supported by the child minder. Children competently use the bathroom independently or with support, if needed. They take responsibility for their own belongings by taking their own shoes and coats off. Children successfully use cutlery when feeding themselves.

Care and Development**Good**

Overall, the child minder promotes children's health and safety successfully. Her safeguarding training is current. She has procedures in place to safeguard children, appropriately and confidently answers child protection scenarios. She holds current first aid and food hygiene certificates. There are systems in place to thoroughly record accident, incident, existing injuries, and medication administration. The child minder ensures suitable infection control and hygiene practices are regularly in place. However, on occasions this is not consistently followed by the child minder. For example, the table was not wiped prior to lunch and the child minder did not wash hands prior to supporting children with opening their lunchboxes. Children regularly wash their hands after messy play and prior to meals. Nappy changing procedures are appropriately followed. The child minder ensures children are safe on school runs. For example, by reminding children to walk by the wall, away from the road and using crossings effectively. The child minder is aware of specific dietary needs, although at present does not have any children attending with such needs. Healthy eating is promoted, parents provide children with a packed lunch, which is stored appropriately.

The child minder has an appropriate behaviour management policy in place. She uses strategies consistently, praising children for their achievements. She encourages and positively responds to children. For example, we heard her say, "*Well done*" and "*Da iawn*". Children receive support, comfort, and reassurance. She engages successfully with children, sitting on the floor, at children's level to promote their learning and development. The child minder recognises attempts at communication, and they are valued. For example, when a child attempted to say 'ball' she repeated, "*ball, well done, it's a yellow ball!*". There is a balance of adult and child led activities, with children having the ultimate choice. She develops and extends their understanding, by taking children's interests and working flexibly to promote different learning and using open ended questioning. For example, when playing with a ramp she asked children "*I wonder what we can put down here? Have a go... see what it does?*" Her interactions with the children are positive, demonstrating warmth and kindness.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She knows children very well and is aware of the children's individual development and emotional needs. Formal development records are in place. The child minder is aware of children's individual needs and supports children and their families, signposting to wider support available if needed. Planning is child led and based around themes, it also provides opportunities to engage with other cultures, for example St David's Day craft and Chinese New Year. The child minder uses Welsh and promotes basic colours and numbers.

Environment

Good

Overall, the child minder ensures the environment is safe, clean, and generally well maintained indoors and outdoors. She keeps a record of visitors. The setting is secure; the

front door is locked once the children arrive, and the outdoor garden area is securely fenced. A 'ring' doorbell is in place. Regular fire drills and safety checks are in place, ensuring any potential hazards are monitored and minimised. However, on the day of inspection, a television on a stand in the main room was not secure and other risks had not been removed from the children's play area. Following the inspection visit, the child minder sent evidence of the television securely fastened to the wall. The child minder has also confirmed she will ensure any unnecessary risks are removed prior to children attending. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She completes basic written risk assessments, alongside monthly and daily visual checks. Following the inspection, the child minder has included the newly developed outdoor area within her risk assessments and has confirmed she will introduce review dates within her written risk assessments.

The premises is open plan, generally well organised, and accessible. There is a large storage area, with storage boxes pictured and labelled bilingually in Welsh and English with what activity is inside. Children can freely access resources, with plenty of floor space to play. Children move freely between the spaces available. They easily access the downstairs bathroom, which is clean and well maintained. The outdoor space is accessed through the main play/ dining area allowing free flow between the indoor and outdoor environments. A new shelter has been added to allow children to access the outdoor environment in all weathers. Children regularly access other environments, such as playgroups, parks, local libraries, and places of interest.

The child minder provides a wide range of engaging resources which extend children's play and development. The layout and design of the environment promotes children's independence. For instance, children can access toys and resources themselves or ask the child minder if they are unable to reach. The child minder ensures the play environment is suitable, providing some interesting activities and play equipment. For example, messy play activities, cars, books, colouring, and ride-on toys. Diversity is encouraged through the provision of resources, for example dolls, books, and small world toys.

Leadership and Management

Good

The child minder runs her service well. She is organised and keeps all the required records. For example, accurate records are kept of children's actual attendance times. The child minder collects the required information and consent forms for children prior to them attending. Following the inspection, the child minder has updated her child information sheet and consent forms to include more detail in relation to the child's home language and consent for contact with pets.

A statement of purpose is in place, providing parents with an accurate reflection of the service provided. This has recently been reviewed. Following the inspection, it has now been provided to Care Inspectorate Wales (CIW). The child minder has a range of policies in place, which are regularly reviewed and updated. Following the inspection visit, the child protection policy has been improved to ensure clear information on actions to take if there are any safeguarding allegations within the setting.

The child minder is suitably qualified and has a clear vision for her service. She promotes her own personal development and seeks to undertake additional training. Recently, she has attended training on radicalisation, raising concerns with parents, and supporting emotional health and wellbeing. All household members have current Disclosure and Barring Service (DBS) checks, with a system in place for annual checks. The child minder has up to date car document and is registered with the Information Commissioners Office (ICO).

The child minder reviews and reflects upon her service and produces a quality of care report. She seeks feedback from parents and children to support her in the evaluation of her service, providing an opportunity to make suggestions for improvements. Although, children and parent's views are not included within the report. The child minder engages positively with Care Inspectorate Wales (CIW) and consistently acts promptly on recommendations in relation to her service.

The child minder promotes positive partnerships with parents, other professionals, and the local school. She keeps parents up to date regularly through verbal communication and use of private messages. People who use the service told us *"We feel very fortunate to be in a position where our child is so well looked after when we are at work", "My children are learning so much whilst being with Deb as she teaches them a lot" and "Debbie really is exceptional at her job. I am happy and confident dropping my child off there... knowing he will be well cared for and looked after. She really does go above and beyond to provide the best care and attention."*

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) |
| Standard 10 - Healthcare | Ensure consistent cleaning and hygiene practices for all within the setting |
| Standard 22 - Environment | Ensure all unnecessary risks are removed prior to children attending the setting |
| Standard 18 - Quality assurance | Ensure service users comments are included within the quality of care report |

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) |
| Ensure all documentation are signed and dated following reviews |

| 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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