



## Inspection Report

**Ruth Lewis**

**Barry**



**Date Inspection Completed**

26/07/2023

## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	28 June 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.

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

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

### **Summary**

Children are happy, relaxed, and comfortable in the child minder's care. They develop positive relationships with her and other children attending. Children of all ages communicate confidently with the child minder. They enjoy their play opportunities and develop good independence skills.

The child minder delivers warm, supportive care. She interacts well with the children and supports them in their play. She manages behaviour calmly, knows the children and is responsive to children's individual care needs. The child minder has not yet established a formal system to monitor younger children's development.

Children receive care in a safe, clean, and secure environment. There is sufficient space with a variety of toys and resources available. These are organised, in good condition and promote children's play and learning.

The child minder's management of her setting is adequate. Some policies and procedures need updating to meet national minimum standards and regulations. She has undertaken all mandatory training. Parents feedback is complimentary of the setting and the child minder builds positive partnerships with them.

Children are happy and enjoy attending the setting. They have a strong voice and express themselves confidently. Children chat happily with the child minder knowing she values their ideas and opinions. They have many opportunities to make choices and decisions. For example, they play freely and decide which toys and activities they would like to play with.

Children enjoy being in the company of the child minder and have developed strong and affectionate relationships with her. They arrive eagerly and quickly relax, joining in with the activities and play opportunities on offer. Children are familiar with the daily routines and play options in the child minder's home, which gives them a sense of security and belonging.

Children are beginning to form friendships in line with their age and stage of development. They interact well with one another and play happily alongside each other. Children receive frequent praise for their efforts and achievements, which promotes their self-esteem and makes them feel valued. Older children are very considerate and caring towards younger children. For example, an older child spoke gently, smiled and hugged a younger child when they arrived at the setting.

Children are engaged in their play and confidently choose activities that interest them. For example, children showed enjoyment and sustained interest as they carefully decorated eggshells and prepared them for growing cress. They proudly showed the child minder their work and clearly gained much satisfaction from this activity. Younger children delighted in practising their walking skills as they navigated the lounge. Children have daily opportunities to enjoy the outdoors and their local environment. They play in the garden, enjoy walks to the park, and visit beaches.

Children develop good independence skills enabling them to do things for themselves. They help themselves to food and drink independently. Children show that they can meet their personal needs. For example, they wipe their own hands after messy play and after snack. Children access resources with ease or will confidently ask the child minder for help if they cannot find something. They help to tidy away toys and resources when they have finished playing. Children develop good vocabulary skills; we heard them counting and naming colours in English and Welsh.

**Care and Development****Adequate**

The child minder has a range of basic policies, which promote the children's safety and well-being. She understands the procedure to follow should she have any safeguarding concerns about the children in her care and has current safeguarding training. However, the child protection policy does not outline the procedure to follow regarding any allegations made against the childminder or a household member. The child minder has current paediatric first aid training which enables her to deal with minor accidents confidently. She completes accident forms appropriately, shares them with parents and obtains their signatures. The child minder promotes healthy eating by providing a variety of healthy snacks and water is readily available to keep children hydrated. She does not provide meals but encourages parents to provide healthy packed lunches. The child minder ensures children get plenty of fresh air and likes to take children on walks to local parks to promote their physical development through exercise.

The child minder provides warm and nurturing care. She has a suitable understanding of child development and its impact on children's behaviour. The child minder manages interactions with children positively, using gentle tones and clear age-appropriate explanations. There is a behaviour management policy in place, however the policy does not reflect the child minder's current practice in dealing with behaviours that challenge. The child minder engages with children in a sensitive and quiet manner. She knows the children well, understands their needs and acts on them promptly. The child minder praises children frequently for their kind behaviour and achievements which enhances their self-esteem. All children feel close to the child minder and approach her with ease.

The child minder provides age-appropriate resources and activities based on children's interests. She promotes their learning naturally through play, for example by modelling language, counting and asking children questions. Although there are no formal records of observations and assessments, the child minder knows the children well and recognises and acts on children's developmental next steps. The child minder told us that she has cared for children with additional needs in the past and completes appropriate training to support her practice. However, the child minder has not updated her Additional Learning Needs policy to reflect present working practice in line with 'The Additional Learning Needs Code for Wales 2021'.

**Environment****Adequate**

The child minder ensures her home is secure, safe, and clean. For example, she keeps external doors locked and there is a safety gate into the kitchen. There is a secure, well-maintained garden to the rear of the property. The child minder has suitable risk assessments for the home and garden and supervises children well. In addition, she told us she conducts daily safety checks. However, there are no written risk assessments in place for any outings undertaken. The child minder practices regular fire evacuation drills ensuring the children know how to evacuate the home safely in the event of an emergency. Routine maintenance checks are up to date.

The child minder provides a welcoming and friendly environment for children. It is light, bright, and has adequate space for children to play and learn. Children have use of the living room and supervised access to the kitchen for messy play and eating meals. There are comfortable sofas on which children can rest and relax if they choose, along with a low-level table for snacks and tabletop activities such as puzzles or drawing. Children can access the garden directly from the kitchen where they can enjoy outdoor play and take part in gardening activities.

The child minder ensures equipment suits the children's age range. For example, child foot-step in bathroom to aid children when washing hands and using the toilet, and highchairs and buggies for younger children. There is a wide range of toys and resources to promote children's learning and development. For example, puzzles, art and craft materials, role play kitchen and ice cream cart, slide and trikes. The child minder ensures toys and equipment are clean and in good repair.

## **Leadership and Management**

**Adequate**

Required policies and procedures are in place. However, the child minder does not regularly review her policies, and some do not contain key information. For example, the uncollected child policy does not state timescales for contacting various agencies if she cannot contact the parents or their backup named persons. The statement of purpose does not contain detailed information to fully reflect the service she offers. The child minder accurately records children's times of attendance. She shares suitable contracts with parents, which clearly set out the expectations of both parties.

The child minder has a system in place for evaluating her setting and has undertaken a quality-of-care review. However, the report does not reflect the views of parents or children and does not consider recommendations made by Care Inspectorate Wales (CIW) at the last inspection. There is a complaints policy in place, but it does not contain contact details for CIW should parents wish to raise a complaint with the inspectorate.

The child minder is appropriately qualified and has completed additional training in developing children's play and learning. She has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. However, other household members DBS are not current. This is an area for improvement, and we expect the child minder to take action.

The child minder understands the importance of working in partnership with parents to ensure that the children in her care receive the correct support to meet their individual needs. Parents are highly complimentary of the setting. The child minder also has strong links with other child minders in the area, sharing ideas and attending outings together.

### 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
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20	The child minder has not ensured that all household members over the age of 16 years have a current enhanced DBS certificate. Ensure DBS certificates (enhanced) are renewed every three years.	New
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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.

<b>National Minimum Standards</b>	
Standard	Recommendation(s)
Standard 7 - Opportunities for play and learning	Observe and record what children do to help plan the next steps for the children's play, learning and development.
Standard 24 - Safety	Complete and record risk assessments for outings undertaken.
Standard 5 - Records	Review and update the complaints, behaviour management, uncollected child, and child protection policies.
Standard 1 - Information	Update the statement of purpose in line with the National Minimum Standards to fully reflect the service offered.
Standard 18 - Quality assurance	The quality of care review should reflect the views of children and parents and any recommendations made by CIW.

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>
Recommendation(s)
Develop a good working knowledge of the additional learning needs code for Wales and update the additional learning needs policy.

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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**Date Published 22/08/2023**