



## Inspection Report

**Sally Waring**

**Narberth**



**Date Inspection Completed**

11/04/2022

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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	2 March 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

## Summary

Children are settled and have good opportunities to make choices. Children are happy and have strong bonds with the child minder. They are relaxed in her company and enjoy the time they spend in her care. Children are developing their independence well and enjoy learning through play.

The child minder understands her role to keep children safe and healthy and manages interactions well. She provides a range of different activities and resources that promote children's development and learning.

The environment is safe, clean and secure. The premises is welcoming and friendly and provides sufficient space for children to play. There is a variety of toys and resources, which are clean and well maintained. Unnecessary risks to children have been identified and as far as possible eliminated

The child minder is experienced and has a clear vision for her service. She manages the service successfully and is very organised. Record keeping is effective, and she annually reviews the quality of her child minding setting. She has established trust and clear communication with parents and has built very positive partnerships with them.

**Well-being**

Children are happy and relaxed at the child minder's setting. They are interested and excited whilst playing with dolls and tractors and fully engage in play-based activities. They concentrate for sustained periods of time.

Children have a strong voice. They make choices and their decisions are listened to. Children know that their choices are respected by the child minder and their preferences are considered. They are happy to approach the child minder for support in their play. For example, a child was able to play with the tractor without the cart and was able to unhinge the cart with support from the child minder. Young children use non-verbal language to ask the child minder for colours and the child minder is happy to provide the children with craft resources.

Children's interactions are good. They have positive bonds of affection with the child minder. During mealtimes, children engage with the child minder and respond extremely well to instructions. For example, when they are asked to sit upright in the highchair they wriggle independently into a more upright position.

Children develop good confidence levels and self-esteem. They are very aware of the daily routines, and this provides them with the confidence to explore and independently help tidy up. For example, children enjoy wiping the highchair table with a cloth provided after they have finished eating. Children are developing good independence skills. At lunch time, children independently attempt to feed themselves and welcome assistance from the child minder where necessary. In the home corner, a child enjoys making a cup of tea for the child minder and pours the tea into a cup with a teapot and turns the tea with a spoon.

## Care and Development

The child minder follows appropriate procedures to keep children safe and healthy. She has a good understanding of child protection and safeguarding. The child minder has included information on the prevent duty in her safeguarding policy and completes regular child protection training and has completed the prevent duty training. The policy was further updated during the inspection. The child minder keeps a record of incidents and accidents, including times and dates. She keeps a log of previous injuries and medication records are detailed. The child minder has up to date paediatric first aid and food hygiene training. The child minder diligently ensures that she minimises the risk of infection transmission. For example, she sanitises all surfaces, ensures that children wash their hands after using the toilet and provides the children with individual face cloths to wash and dry their hands and faces.

The child minder knows the children very well and has positive and close bonds with them. She understands the children's preferences and is sensitive to the needs of each child. She collects detailed information about the children before they start and communicates well with parents. This ensures that she has regard for each individual child and their individual needs are met.

The child minder manages children's behaviours very well. She distracts children effectively. For example, a child intrigued with playing with the electronic sofa button easily forgot about the button after he was guided positively towards some of his favourite toys. The child minder is consistent in her approach to behaviour management and sets realistic boundaries.

The child minder promotes language development through reading stories and repeating vocabulary such as animal names, colours and other objects. For example, as a young child looks through the yellow box, the child minder names the items the child handles such as yellow crayon, yellow cup, yellow ball, yellow pencil. She plans craft activities, walks in the local area, physical activities and puzzles all of which develop children's understanding and learning.

## Environment

The child minder ensures the environment is safe, secure and well maintained. Security is good, for example, the doors are always locked. The child minder conducts monthly fire drills and also keeps a log of visitors. A daily risk assessment and thorough cleaning routines ensure unnecessary risks to children are eliminated as far as possible. There are risk assessments for indoors and outdoors. There is a Covid-19 policy risk assessment in place.

The property is warm and welcoming with a spacious playroom/lounge area. Resources are stored at a low level and accessible, for children's ages and stages of development. There is sufficient space for children to move around freely. There is a good variety and choice of quality resources available to develop independence and learning through play. For example, books, toy kitchen, dinosaurs, cars, small wooden house, numerous natural resources and loose parts. The environment allows children to play and move around freely and lead their own play. Cultural awareness and diversity are celebrated through a variety of resources such as dolls promoting a variety of ethnic backgrounds, multicultural books and puppets. A variety of festivals are celebrated throughout the year such as Christmas, Chinese New Year and St Davids day.

There is an accessible bathroom downstairs. The small outdoor area allows children to explore and develop through play.

## Leadership and Management

The child minder runs the setting well and she is very organised. There is a detailed, updated statement of purpose, which is compliant with regulations and meets the national minimum standards.

Record keeping is methodical. For example, the child minder has ensured that parents read and sign contracts and permissions and gathers information on individual needs of children. The child minder keeps an additional record of everything relating to the service in her business diary, such as accidents, visitors, illnesses and previous injuries. The child minder has current public liability insurance and car documents are valid. All Disclosure and Barring Checks (DBS) are in place for all those living at this setting.

Policies and procedures are in place although some are not updated in a timely manner. The child minder completes an annual review of the service and writes a report. She seeks views of parents and children through questionnaires. Parents are very positive and complementary of the service provided.

The child minder is an experienced and highly qualified childcare practitioner. She shares updated information with parents daily and completes a daily diary for each child. She also keeps a basic record of children's progress.

Partnerships with parents are good. Parents told us they regard the child minder as part of their extended family. They are very happy with the child minder's communication. For example, the child minder communicates well with parents via e-mails, daily verbal communication and daily diaries. Parents told us that their children are excited to attend the setting and thoroughly enjoy their adventures with the child minder. The child minder also plans craft activities around family special birthday's helping children to create a special card to celebrate those special occasions.



## **Recommendations to meet with the National Minimum Standards**

R1. Review and update policies in a timely manner

### 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

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