



Inspection Report

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Haverfordwest



Date Inspection Completed

22/07/2022

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About the service

Type of care provided	Child Minder
Registered places	9
Language of the service	English
Previous Care Inspectorate Wales inspection	21 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

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

Summary

Children are very relaxed, happy, and settled in the care of this child minder. They have good opportunities to develop their skills and they really enjoy their time with the child minder. They have very positive relationships with their friends, the child minder and her family, and they develop kindness and consideration for others.

The child minder successfully ensures that children are safe in her care. She provides a positive atmosphere and effectively supports children's positive behaviour. The child minder is very experienced and also keeps up to date with developments in childcare and changing guidance. She knows the children very well and effectively meets their individual needs.

The child minder provides a safe and welcoming environment in which children feel comfortable and confident. She ensures that the facilities, equipment, and resources support children to develop their independence.

The child minder successfully manages the service she provides and effectively works in partnership with parents to provide professional and nurturing care.

Children are confident that their voices are listened to in this child minder's care. Children contribute their ideas for the activities they would like to do and when they communicate with the child minder, they receive a positive response. For example, children enjoyed discussing their ideas for activities in the summer holidays and making plans with the child minder. When a child did not look happy when other children wanted to change activity and do some drawing, the child minder reassured the child, saying, "*You don't have to if you don't want to.*"

Children are very settled, happy, and relaxed. They smile and laugh as they play and chat with the child minder. Children confidently move around the child minder's home and are very comfortable in her care. For example, children confidently told the child minder, "*I'm going to put this to dry.*" and "*I'm going to get a drink.*". They are clearly very fond of the child minder and her family members. Parents told us that their children look forward to their time with the child minder and talk very positively about their time with her.

Children interact very well with others. Children show consideration for each other and often show extreme kindness. During our visit we saw many examples of this: When a child accidentally dropped a tub of colouring pens on the floor, another child said, "*Do you need any help with those?*" and helped clear them up. A child also checked with the child minder that a younger child, who arrived later, would also have a scrapbook as they did.

Children are interested and excited by their play. They experience a range of activities, indoors, outdoors and in the community. Children enjoy looking at, and sharing, photographs of the activities they have done with the child minder. Children were very excited telling us about how they act as 'hairdressers' to the child minder and proudly showed us the bowl they use for the 'hair washing'. They regularly experience a sense of pride and achievement. For example, when a child succeeded to make a play dough model with a mould, they said, "*Look Julie, I did it!*". When they discussed planning snacks for a future 'outdoor movie' day, a child excitedly said, "*We can do it in our book!*"

Children have good opportunities to develop their individual skills and independence. Children can do things for themselves, in line with their stage of development. For example, a younger child gave out plates and an older child sliced pizza with the child minder's supervision. They have opportunities to successfully develop a range of skills through varied and fun activities. They develop their creative skills through activities such as writing and painting; they develop their physical skills on balance bikes and throwing a frisbee; and they develop mathematical skills when doing jigsaws and playing with large dominoes. They have some opportunities for sensory play with play dough and sand.

Care and Development

Good

The child minder effectively keeps children safe and healthy. She is confident of the appropriate steps to take should there be a concern related to child protection. She ensures that she renews her training in safeguarding, first aid and food hygiene regularly. She promotes a healthy lifestyle by encouraging parents to provide healthy packed lunches, encouraging children to drink water and taking them outside to play on a regular basis. She follows good hygiene processes in relation to hand washing. Nappy changing processes are mostly appropriate as she wears gloves and cleans the changing mat between each change. However, the child minder does not wear an apron to change nappies, as is recommended in Public Health Wales guidance. The child minder supervises children well, including regularly checking on sleeping babies. She keeps up to date with the latest safety advice for child minders and effectively implements this. For example, she explained to older children why it would not be safe to have popcorn as a snack, because of the risk to younger children and she displayed information about keeping safe in the heat. She has also passed a reassessment of her 'Healthy and Sustainable Pre-school' award.

The child minder successfully promotes positive behaviour. She is a good role model, always talking positively and calmly to children and including them in decision making. She has a positive behaviour policy in place and is very confident in the strategies she uses to promote positive behaviour. This results in a very calm and happy atmosphere in the child minder's home.

The child minder effectively meets the children's individual needs. She knows the children very well and provides activities and resources that allow the children to develop their individual skills. She provides effective support for children to 'have a go' to complete tasks at the right level so they can succeed, with support if needed. For example, she demonstrated to two children, in different ways, how best to get the play dough out of a mould, providing encouragement, support and reassurance that she would help more if needed. This resulted in the children succeeding and being proud of their achievements. The child minder has a strong ethos of equality, and this is evident in her practice.

The child minder plans and provides exciting and memorable experiences for children. For example, she planned activities to celebrate the Queen's platinum jubilee, including a visit to see the yarn bombing nearby and a telephone call from the 'Queen'. The child minder has attended some training regarding the new Curriculum for Wales, and she has started developing her planning and assessment in line with this.

The child minder uses some incidental Welsh with the children. For example, she praised the children, saying "*Da iawn*" and encouraged the children to name colours and numbers in Welsh, during their play.

Environment

Good

The child minder provides a clean, comfortable and welcoming environment for children. The environment effectively meets the children's needs and they are very comfortable moving around in the space and accessing what they need. The child minder provides a toilet and handwashing facilities that are easily accessible for children, including equipment such as a step and an internal toilet seat for younger children and individual towels that children can easily identify as their own. The child minder provides a dedicated playroom, a dining area, which is used for table-top activities, and an area for children to store their bags and shoes and extra resources. The child minder also provides an outdoor environment that is regularly used and a quiet area in which children can sleep peacefully in either a reclining pushchair or travel cot according to preferences, as agreed with parents.

The child minder effectively keeps the environment safe. She conducts risk assessments and reviews these regularly, ensuring that swift action is taken to reduce or eliminate risks to children. For example, she ensures that she locks the door to the setting, puts safety gates in place where needed and stores chemicals away from children. She keeps her home very clean and tidy and ensures that safety checks are conducted regularly, as required, such as a yearly service of the heating system and regular checking of the smoke alarms in her home.

The environment and resources are thoughtfully laid out to encourage children to be independent. For example, resources in the playroom are stored at a low level in labelled baskets and children can access boxes of colouring pens and bring them to the table. The outdoor play area provides ample space, in a secure area, for children to play energetic games or to do quieter activities such as drawing with chalks.

The child minder provides a range of resources that are suitable for a range of different ages and abilities, and she provides resources that meet individual children's interests and needs. For example, she provided a range of jigsaws for a child who was particularly interested in them and provided scrap books for older children to have ownership of planning and recording their summer activities. She had also adapted a 'menu' board to include a list of items in Welsh. Children particularly enjoyed asking us to choose food items which they presented to us to eat. The child minder provides a safe, well-resourced outdoor environment for the children and makes the most of the local environment, taking children on trips to local towns, parks and beaches.

Leadership and Management

Good

The child minder effectively manages her setting. She has clear aims that she shares with parents. The child minder implements a range of suitable policies, which she reviews regularly, updating them when necessary. All relevant information is provided in the statement of purpose and other policies, which are shared with parents.

The child minder has an appropriate system in place to review the care that is provided. She considers the views of parents and children. Her main focus in recent years, during the Covid 19 pandemic, has been ensuring she follows guidance in relation to keeping children safe, which she has done successfully. She identifies basic targets in her quality of care report to continue with current good practice. She has additional ideas and plans to further improve her practice, based on her own observations of individual children's needs, which are not included as part of her review, such as further developing her use of Welsh in the setting. The child minder took prompt action to update children's records in relation to Welsh language needs following a discussion at the inspection visit.

The child minder plans the service well to ensure she meets regulations and national minimum standards. She is organised and keeps clear and accurate records, such as records of attendance and information about children's needs. She updates necessary checks, certificates and insurances in a timely manner and she communicates effectively with CIW as necessary.

The child minder is pro-active in attending training and keeping up to date with developments in childcare. She has gained a Level 5 childcare qualification and has also attended a range of relevant training such as training in equality, food allergens and the new curriculum. The child minder communicates regularly with another child minder to share good practice and ideas, and to support each other.

There are very good partnerships with parents. Parents are very happy with the care provided and the regular communication from the child minder. The child minder involves parents in decisions about the care she provides, such as when the right time would be to return to certain activities following the pandemic.

Recommendations to meet with the National Minimum Standards

R1. Further develop the process for reviewing the quality of care to make it more continuous and meaningful.

R2. Follow Public Health Wales Infection Prevention and Control Guidance for Childcare Settings when changing nappies.

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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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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