



Inspection Report

Heulwen Jones

Llanrwst

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

20/05/2021

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About the service

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| Type of care provided | Child Minder |
| Registered places | 6 |
| Language of the service | Welsh |
| Previous Care Inspectorate Wales inspection | Manual Insert 23 January 2017 |
| Is this a Flying Start service? | No |
| Does this service provide the Welsh Language active offer? | The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service. |

Summary

Children are happy and have appropriate opportunities to follow their own interests. They are active and curious learners. Children have a sense of belonging and are becoming familiar with their routine. They are developing their independence and learning through play well. The child minder and her assistant understand their role to keep children safe and healthy and interactions are positive. They plan most activities on the day by responding to children's wants, needs and moods. The child minder promotes outdoor activities to develop children's physical skills and raise their awareness of their local surroundings. The environment is welcoming, clean and appropriate for the needs of the children and toys and resources are suitable for the age ranges cared for. The child minder manages the setting effectively and has built positive partnerships with parents and engages well with the community. The childminder provides the Welsh language 'Active Offer'.

Well-being

Children participate positively, are encouraged to express their opinions and contribute appropriately to ideas about what they would like to do. For instance, a child's request to play with the construction bricks was listened to and they enjoyed talking about how they would like to build a garden like in their grandmother's house. Speaking with confidence the child animatedly described the scene well.

Children have a sense of belonging and are familiar with routine. When arriving from school a child went to the bathroom straight away to wash their hands before getting changed into their play clothes. They enjoyed showing us their artwork and pointed at the birthday wall display telling us excitedly when their birthday was.

Children are polite and generally use good manners without being prompted. For instance, a child thanked the child minder for their drink of water as they enjoyed the social occasion of meal time. Children are engaged and show respect for resources and others. A child co-operated well when asked to tidy up and was rewarded by choosing a sticker for their achievement chart. This made the child feel good about themselves.

During play, children respond positively to questions about colours, numbers, shapes and sizes. A child pointed out their tracksuit was the same colour green as the building bricks. They developed their language skills well during play and participated positively in discussions.

Children have good opportunities to develop their independence enabling them to do things for themselves. To aid independence a child uses a step to reach the sink to wash their hands and after drying they know to place the paper towels in the bin provided. Children have secure relationships with the child minder and her assistant, which helps them to develop their self-confidence appropriately.

Care and Development

The child minder and assistant understand their role and responsibilities to keep children safe and healthy. When asked about the process they would take if concerned about a child in their care they responded in line with the setting's safeguarding policy. Their first aid and safeguarding training is current. The child minder showed us her system to record accidents and incidents and these were signed by both child minder and parent. The child minder encouraged children to wash their hands with soap and water to help develop their personal hygiene practice.

The child minder promotes healthy practices, for instance, parents commented their children receive healthy foods and are encouraged to eat fruit and vegetables. Fire drills are conducted to make sure children know what to do if they have to leave the premises in the event of an emergency but the outcome is not recorded. Their physical skills are developed well through lots of outdoor play activities. We did not observe nappy changing but the child minder's policy outlined the correct steps in line with the current infection control guidance.

The child minder and staff member have a warm and caring approach and interactions are positive. They praise children for their efforts and engage with them consistently well. The child minder makes sure children feel valued for their achievements. They have created a reward system to celebrate children's efforts and praise them often.

The child minder said her activities are planned by asking children what they would like to do and by following their interests. There is some tracking of children's development. Parents said they feel reassured as they receive daily updates from the child minder about their child's progress.

Photographs of children show them participating in a wide range of seasonal activities, festivities and celebrations. For instance, they have made hand print daffodils for St David's Day and different sized hearts decorated in red glitter to celebrate Santes Dwywnwen. Parents are delighted with their child's learning and development. Some have commented they like to hear their children singing the new songs learnt with the child minder, and being able to bring 'home bags' full of their own artwork and examples of how they have practiced their writing skills.

Environment

The child minder has appropriate systems in place to ensure the premises are safe and clean. Risk assessments are appropriately completed identifying the potential hazards to children and what measures are in place to manage these risks. Since COVID-19, the child minder explained her cleaning routines have increased and current guidance is followed. The child minder ensures relevant health and safety checks are completed appropriately.

The environment is welcoming and clean, there is sufficient space and facilities to meet the needs of children. The layout of the playroom promotes children's independence enabling them to freely explore and make their own choices about what they want to play with. There is a chosen area for them to store their personal items and this helps to create a sense of belonging.

The child minder makes sure children have access to appropriate sized furniture, toys and resources are also suitable for the ages cared for. Indoor storage facilities are suitable and accessible to children. Children's art and craftwork is impressive and attractively displayed, creating a child friendly environment. For example, some displays reflect the seasons and different wild life animals and habitats, such as cotton wool lambs, paper plate ladybirds, finger painted snails and printed hedgehogs. Educational displays are also well presented.

The child minder effectively promotes the use of some re-cycled materials to help develop children's imagination. For instance, children have made pumpkins out of cardboard, tissue paper rainbows and clouds to suspend from the ceiling. More resources are required to develop children's learning about the wider and diverse society they live in.

The child minder extends children's development outdoors by offering positive opportunities to engage with their local surroundings by visiting the park and going to see the lambs in a nearby field. The outdoor area is attractive and well maintained and parents commented the child minder encourages lots of outdoor play in the garden and their children enjoy learning a variety of different physical games.

Leadership and Management

The child minder has updated the statement of purpose but not all of the required information has been included to provide parents with a clear picture of what the setting offers. Policies and procedures are in place, these are suitably implemented but some require updating and contact information for relevant agencies had not been included in the safeguarding policy. The setting offers the Welsh language 'Active Offer' and operates bi-lingually.

The child minder is currently gathering comments and views of all those using her service. She will consider these comments, and other areas, which require improvement when she writes her quality of care report.

The child minder, assistant and those living on the premises enhanced criminal record checks are up to date. The required information has been collated in the records on individual children and the child minder records children's attendance and those caring for them consistently. Their training is up to date and the child minder ensures she conducts supervision and appraisal with the assistant.

Positive partnerships with parents have been achieved. Parents told us the setting is a special place and the care for their child has been "incredible". They said they are aware of the policies and procedures and if they have any enquiries, the child minder and assistant are approachable. Parents also commented how they appreciated the efforts made by the child minder and assistant during the pandemic to continue to give their children an opportunity to see and play with their friends in a safe environment.

The childminder has made sure community engagement is effective. For example, they welcomed an invitation to attend relevant training at a local nursery, which the child minder said has been valuable. Parents said their children go on walks to raise their awareness of their local community and natural world. Photographs of children showed them enjoying their time playing in the park familiarising themselves with their surroundings which contributes towards developing their social skills and interacting with others.

Recommendations to meet with the National Minimum Standards

R1: For the child minder to record the outcome after conducting fire drills.

R2: To develop children's knowledge and understanding about living in a diverse and multi-cultural world.

R3: For the child minder to ensure all policies and procedures are reviewed, have the necessary contact details for relevant authorities and dated.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

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| None | |
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Areas where priority action is required

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| None | |
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Areas where improvement is required

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| The statement of purpose does not contain all of the required information relating to the range needs of relevant children to be met and details of the arrangements to review the statement of purpose and inform CIW of changes to the service within 28 days. The impact on people using the service is that parents do not have all of the required information necessary to help them make an informed choice about the care provided. | Regulation 15 (1) (b) Regulation 15 (4) (b) |
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The area(s) identified above require improvement but we have not issued a priority action notice on this occasion. This is because there is no immediate or significant risk for people using the service. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

| 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 |

Date Published 09/07/2021