



## Inspection Report

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**Colwyn Bay**



**Date Inspection Completed**

17/09/2024

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	January 28 2019
Is this a Flying Start service?	Yes
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.

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

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

### **Summary**

Children are happy, confident and secure in the child minder's care. Most communicate very well with the child minder and their peers and make very good progress with their social skills and their learning through play. Children's behaviour is good. They learn to be independent and are prepared well for their transition to school.

The child minder has developed positive relationships with the children and is responsive to their needs. Her interactions are warm, nurturing and positive. The child minder is well qualified and shows a keen interest in children's learning and development. Policies and procedures in place encourage healthy lifestyles and promote children's well-being successfully. Some improvement is needed in the recording and evaluation of evacuation procedures. There are some opportunities for children to hear the Welsh language spoken.

The home is secure, child friendly, safe, clean and well maintained. The playroom in the conservatory enables the children to access the outdoor play space easily. There are suitable areas for children to sleep, for food preparation and to enable children to eat at a table. Toys are stored at an accessible height in the playroom. There are plans to extend the patio area outdoors and good use is made of the covered areas for outdoor play all year round. The child minder provides regular opportunities for children to access community resources resulting in positive outcomes for children.

The child minder is organised which ensures the effective and smooth running of her setting. However, she has not checked the suitability of a person over 16 years, living at the premises. The child minder reviews her setting annually, listening to the views of children and their parents/carers. The annual quality of care report details how the setting is running and what she does well. However, there is not a detailed action plan of the improvements she wishes to pursue. A few records also need updating, signing and dating. Partnerships with parents and a local school are very good.

Children have opportunities to make choices and decisions about where and with whom they play. They can go outdoors should they wish to through patio doors which are often left open. They fetch the toys they want to play with from storage units and know the child minder will listen to them and help them when needed. They approach her with ease and are confident enough to do things for themselves. Children are happy and express themselves well. They tell the child minder which fruits they would like for snack and when they want to use the bathroom. They chat to the child minder about all sorts of interesting things and to each other as they play. They like to include the child minder in their play, are curious and ask lots of questions.

Children show respect for others, are well behaved and good mannered. They play together nicely with the garage, cars and tracks for example. They are familiar with the daily routines such as eating at the table or on the picnic mat, and using the bathroom facilities to wash their hands before snack. They listen to the child minder, smile and are comfortable when she asks them to do things, for example when it is time to tidy up, or to get ready to go out.

Children feel safe and secure and have positive bonds and attachment to others. A child settling on their first visit was happy in the company of the child minder. Children are responded to warmly when they wake up and time is given for them to wake up fully before joining others in their play. Children feel valued as they are listened to and enjoy their choice of play.

Children make good progress in their learning. They are for most of the time busy, interested and motivated to learn new things. Children follow their own interests and were seen to smile and giggle often which is a sign they were having a good time. They answer questions using sentences in English, and use single Welsh words when asked about numbers, colours or what they may have done previously whilst at the setting. They like it when the child minder joins in with their play alongside them, for example when painting, making train tracks and looking at books. Children like to go to the library, local Zoo, and to a local toddler group. A child told us about their friends who are cared for by another child minder. She often spends time with them and is happy they are both in the same class at school. Children have a varied selection of opportunities indoors and outdoors, and away from the setting. Social events with others particularly benefit the children and helps them to develop their social and language skills.

Children are confident and demonstrate increasing independence as they grow and develop. They are encouraged to do most things for themselves. Suitable resources such as a variety of drinking beakers and cups, and a tissue station on a low windowsill are easily accessed by children and therefore promote independence. They learn new skills such as doing up zips, and closing buttons for example, in accordance with their age and stage of development.

## Care and Development

Good

The child minder has a good understanding of her policies and procedures which ensure, when implemented, that children are kept safe and healthy. She has attended the required update training for safeguarding and is familiar with the 'Wales Safeguarding' application which she has on her phone. The child minder provides healthy and nutritious snacks and meals, for example, fruit at snack time and cottage pie for lunch. Parents are not provided with a menu of snacks and meals but are informed of what children have eaten daily. The child minder works closely with parents to ensure individual needs are met, for example difficulties with eating, and the monitoring of asthma and diabetes in the past. The child minder teaches the children about the importance of washing their hands and how germs can harm them. She has updated her first aid training to meet the requirements of the changes in the National Minimum Standards (NMS). She keeps appropriate records of attendance, accidents and incidents whilst children are in her care and pre-existing injuries noticed when a child arrives at the setting. However, the child minder must keep sufficient records of fire drills. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder interacts well with the children and consistently promotes good behaviour positively. She speaks to the children respectfully and makes requests politely for example, to take their fingers out of their mouth, to play nicely, and to hold hands when walking along roads. The child minder explains why she has rules to the children, and we saw how well the children respond to her praise. We discussed challenging behaviour and how the child minder manages children's behaviour effectively on outings. She said she draws on experience and learning from 'behaviour management' courses to decide what works best for individuals. At snack and mealtimes, the child minder promotes the use of good manners at the table. Feedback from parents and thank you cards contained positive comments regarding the use of manners and good behaviour at the setting.

The Child minder enthusiastically promotes children's play, learning and development. She knows the children well and is aware of the changes underway in relation to the new curriculum in Wales. She has a teaching qualification and a rich knowledge and understanding of child development. She promotes child-initiated play and is developing ways to record her planning and assessment of children's progress formally. The child minder had requested information from the parent of a child settling in before they attended, to ensure she knew the child's preferences and individual needs. The child minder currently uses photos and comments to inform parents of children's progress, via messaging applications on her phone. The child minder ensures children's transition to school is as smooth as can be, by spending time in local groups and meeting up with another child minder regularly, so as her minded children can mix with others of the same age.

## Environment

Good

The child minder has effective policies and procedures which she follows, and preventative measures in place, to ensure the environment is safe for children. The premises and the garden are secure and child friendly. Risk assessments are reviewed regularly and contain appropriate measures to minimise risk. However, such documents are not signed and dated, making it difficult to know when a review took place. The environment is clean with appropriate hygiene routines being carried out. The pet dog is walked often and has a separate toileting area which is used in an emergency; however, this is not fenced off. The garden is currently undergoing some changes, and the child minder has stated she will address this matter.

The child minder provides children with a safe, secure, suitably maintained and homely environment. Most play takes place in the conservatory which has a viewing window from the kitchen to ensure children are always supervised. A blind provides shade, and windows and doors open to provide ventilation. During cold weather radiators ensure children can be kept warm. Toys are stored within the reach, and a comfy sofa, tables and chairs for activities and eating, ensure children are comfortable. Children use a downstairs bathroom which promotes independence. Outdoors there is a large and convenient covered area. The child minder has ensured she provides a range of toys to develop children's skills. For example, she encourages children to develop their gross motor skills by using ride on toys and large play equipment to promote balance, co-ordination, and problem-solving skills.

The child minder offers a good selection of toys and equipment that are fit for purpose. They are in a good condition and suitable for children's individual needs. She has a good selection of resources to promote and develop children's cultural awareness, such as photo books and suitable stories. There are a few natural and loose parts toys such as blocks, planks and shells for example, which promote children's curiosity, creative and imaginative skills.

The child minder provides regular opportunities for children to access community resources such as toddler groups, the local Zoo, which is close by and a town library. She provides opportunities for the children to meet and play with children of their own age which boosts their self-esteem and confidence, and gives opportunities to explore the outdoors, and to interact and learn from others.

## Leadership and Management

**Adequate**

The child minder manages her service well ensuring it operates smoothly. She continues to have high expectations of herself and the provision she runs. She is organised and well qualified to degree level. The Statement of Purpose has recently been updated. Policies and procedures are appropriate, are competently followed, and are reviewed regularly. However, reviewed documents are not always signed and dated, and no reference is made to the 'Additional Learning Needs Act' in the relevant policies.

The child minder is reflective of her daily practice but has not considered the recommendations identified at the last inspection. She does however monitor her service by collecting views from parents, carers and children attending her provision. She has completed her annual self-assessment of service statement and compiled an annual quality of care report. She can identify strengths and targets for improvement when asked and has stated she intends to further develop her garden for outdoor play, however she does not have a written action plan.

The child minder has completed a disclosure and barring service check and has registered with the update service, evidencing her suitability to work with children. However, she must ensure that checks are completed for all people over the age of 16 years living at the premises. This is having an impact on people's health and well-being and placing them at risk, and we have therefore issued a priority action notice. The provider must take immediate action to address this issue.

The child minder keeps parents informed about their child's day through verbal feedback at dropping off and collection times, and by sending regular updates and photographs via an electronic messaging application and secure social media platforms.

The child minder has developed good partnerships with parents, grandparents and carers. She works well with the local school, forming relationships with nursery staff to ensure the smooth transition of children to school. Positive feedback was provided online and when we spoke with individuals during the inspection process. We also read through several positive thank you cards from those who had left the setting. Conversations with parents at the setting and via phone calls verified all were extremely happy with the quality of care provided, and the professionalism of their child minder.



### 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
20	The child minder must ensure that persons over 16 years of age and live on the premises, are suitable to have contact with minded children.	New

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.

### Area(s) for Improvement

Regulation	Summary	Status
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38	The child minder must ensure that she keeps accurate records of any fire drills undertaken.	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.

National Minimum Standards	
Standard	Recommendation(s)
Standard 18 - Quality assurance	Ensure any recommendations made in the previous inspection are followed up.
Standard 10 - Healthcare	Ensure animals cared for on the premises do not pose a health risk to children.
Standard 18 - Quality assurance	Ensure an action plan is compiled annually as part of the setting's annual review process.

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)
Provide parents with a menu of snacks and meals provided.

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** 13/11/2024