



## Inspection Report

**Susanne Smith**

**Pentre**



**Date Inspection Completed**

21/08/2024

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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	30 November 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.

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

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

## **Summary**

Children feel safe and happy at this setting. They feel comfortable and relaxed, as they know their choices and preferences are valued. Children's interactions are positive. They enjoy their play and learning activities. Children's independence is developing well.

The child minder keeps children safe and healthy. She ensures they have plenty of indoor and outdoor activities. Interactions between the child minder and children are good. The child minder promotes children's play, learning and development well and records children's progress.

The child minder ensures the environment is safe, secure, and suitably maintained. She provides a vast range of play and learning resources to ensure children have a variety of choice. Resources are of good quality and condition.

The child minder runs the setting well and she is organised. She seeks views of parents and completes an annual quality of care report for the childminding setting. Partnerships with parents are good.



## Well-being

Good

Children have a good voice. Their choices and preferences are valued. They play freely and decide what toys and activities they would like to play with from the wide selection available. Children are effective communicators and make their own decisions. For example, they confidently told the child minder they wanted more snacks, and they wanted water for the sand play.

Children feel safe and happy. They positively engage and chatter away with the child minder, receiving nurturing and appropriate responses. Children are very settled, relaxed and feel quite at home. They display confidence with the child minder and are completely at ease with her. Children feel a sense of belonging through their art work and photos being displayed in the child minder's home. Children show good manners and respect towards others. They politely say "*please*" and "*thank you*".

Children's interactions are positive. They engage well with the child minder and each other. They smile and laugh as they chat and play happily. They enjoy completing a jigsaw with the child minder and role playing. Children take turns and share the resources relatively well. They listen well to instructions from the child minder. For example, when she encourages them to come in from the garden, to wash their hands and to find a seat at the table for lunch.

Children enjoy their play and learning. They have good opportunities to initiate their own play and to influence their activities. During a music session, a child spontaneously sang a song. Children can access toys that interest them and choose what to play with. Children's individual interests are taken into account and the child minder provides resources to enhance their experiences. For example, children enjoy outdoor play and have opportunities to be outdoors most of the time. They enjoy working together, digging in the tuff tray collecting stones and shells in the toy dumper truck.

Children's independence is developing well. They are encouraged to do as much for themselves as possible in line with their age and stage of development. Children are able to help themselves to the low level toy boxes and independently visit the toilet and wash their hands. Children attempt to put on their own shoes with a little help from the child minder.

## Care and Development

Good

The child minder keeps children safe and healthy. She is very confident about her responsibilities to protect children. She responds well to safeguarding scenarios and understands the procedures well. She provides meals, snacks and drinks and is aware of children's allergies or dietary needs. The child minder ensures children wash their hands at appropriate times and provides them with their own individual towels or paper towels to dry their hands. The child minder ensures children have plenty of outdoor play and fresh air. The child minder has appropriate records for any accidents or incidents and records the administration of medication.

Interactions between the child minder and the children are good. There is a positive relationship between her and the children. Interactions are positive demonstrating respect, warmth and kindness. She manages children's behaviour and individual needs well. The child minder encourages children to share and to take turns. She praises good behaviour and promotes their self-esteem well. The child minder also praises their achievements, such as when children play nicely together and wash and dry their hands with little support.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She knows the children well, is aware of their individual needs and maintains developmental records. There is a loose activity plan in place to ensure children's learning and development needs are met. The child minder encourages children to take part in experimental play with sand and water. They discuss the texture of the sand when water is added and fill and empty containers. We did not hear any Welsh spoken at the time of our visit, however, the child minder stated that she introduces basic words during play sessions.

## Environment

Good

The child minder runs her service from two properties which are next door to each other, connected via the first floor. She ensures the environment is safe, secure and well maintained. A stair gate is situated at the bottom of the stairs, preventing children accessing the first floor. The child minder uses a visitors' book to sign people in and out of the premises and identification badges are checked on arrival at the setting. She has developed appropriate risk assessments, which are reviewed regularly. However, the child minder did not have a risk assessment in place for her pets and outings. Following the inspection, the child minder provided satisfactory risk assessments in relation to these areas. The child minder completes regular fire drills and keeps appropriate records. Heating safety checks are in place and cleaning routines reflect suitable hygiene practices.

The property is clean and welcoming. The toilet is situated on the ground floor and the child minder ensures she supervises and supports the younger children when required. The child minder uses her kitchen/dining area and dedicated playroom for child minding. The child minder organises the environment appropriately to provide a good range of play opportunities and space suitable for the age ranges cared for. There is access to both gardens which are secure and enclosed. Children have good free flow access to the outdoor area at all times and there is a covered area so that children can continue to play outdoors during any weather.

The child minder ensures children can access a variety of age-appropriate furniture, toys, and equipment. She provides a vast range of resources for the children. There are large amounts of toys to keep the children's interest. The child minder has reorganised the playroom following a recommendation made at the last inspection. However, there remains to be a vast amount of resources in the playroom, which is potentially overwhelming for children. Storage boxes are clear and many are stored at low level so that children can easily identify the contents and help themselves. Any items stored at a high level or in the garage can be requested. There are some resources such as books and dolls that promote an awareness of different cultures and diversity. The child minder told us that she celebrates some festivals such as Diwali and Chinese New Year.



## Leadership and Management

Good

The child minder is organised and runs her service appropriately. She engages positively with Care Inspectorate Wales (CIW) and addresses any recommendations. The child minder has an up to date statement of purpose which reflects the service provided. The child minder has a range of effective policies and procedures, which she reviews annually. She ensures that children's records and documentation are accurate and complete including a range of permission forms and a children's register. The child minder has up to date certificates such as public liability insurance and ICO (Information Commissioner's Office). The child minder does not drive.

The child minder reviews and reflects upon her service and produces a quality of care report. She seeks information from parents to support her in the evaluation of her service and provides an opportunity for them to make suggestions for improvements. The child minder is committed to developing her business to ensure that she provides a good quality service for children and their families.

The child minder is suitably qualified and has completed the required training courses, such as safeguarding, first aid and food hygiene. She is committed to developing her own professional development by attending various training courses. Disclosure and Barring Service checks (DBS) for herself and household members aged over 16 years are valid. However, the child minder had not formally notified CIW of changes to her household members. Following the inspection, the child minder has successfully addressed this matter.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal and electronic means. The child minder makes good use of her local community. For example, she takes children on trips to various places such as parks, the seaside and play centres which benefit the children's development and learning.

### 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.

### Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
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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)
	No NMS Recommendations were identified at this inspection

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)	
	Further promote the use of the Welsh language.
	Further reduce the vast amount of resources present in the playroom.

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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