



Inspection Report

Leigh-Anne Davies

Dinas Powys



Date Inspection Completed

13/08/2024

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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	31 July 2018
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.

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

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

Summary

All children are settled, happy, and comfortable in the care of the child minder. They have a variety of opportunities to make choices and decisions about what affects them. Children interact and engage very well with each other and the child minder.

The child minder understands her responsibilities to protect children. There are some inconsistencies in ensuring and maintaining full and complete records. Following the inspection visit, improvements have been made. She praises children for their efforts and uses positive reinforcement regularly. The child minder provides children with suitable play and learning opportunities.

The child minder has basic systems in place to keep the environment safe and secure. During the inspection, the child minder has developed and updated risk assessments and policies. The facilities are clean, and the child minder provides a range of equipment, toys and play materials.

The child minder runs her service adequately. However, she needs to improve to meet the regulations and national minimum standards consistently. Although the child minder has acted promptly following our inspection, she needs to ensure improvements are maintained. We have noted one 'Area for Improvement' and several recommendations at the end of the report.

Children have suitable opportunities to make choices and decisions about what affects them. For example, they choose which resources they would like to play with. They confidently ask the child minder “*I want to do sticking*”, and children are supported in their chosen activity. Children are confident to ask for specific colours and glitter when painting and decorating rocks. They freely choose what and how their day flows, and their wishes are met. For example, children were able to visit the park and ride scooters at their request.

All children are settled, happy, and comfortable. Children settle quickly and immediately start their play on arrival. They engage in activities of their choice, happily choosing their favourite activity such as arts, crafts, imaginative play and small world play. Children cooperate and engage very well with each other, with older children supporting and helping younger children successfully. They engage with the child minder, listening to instructions accepting and responding appropriately to house rules. Children are comfortable in the child minder’s home, freely moving around and accessing equipment of their choice. They have a strong relationship with the child minder, and family members. For example, they laugh and engage in conversations with one another during activities. Children have a sense of belonging and are familiar with routines. We saw children say ‘goodbye’ when their friends left and follow a well-established route whilst walking to the park. Children tell us they enjoy coming to the setting.

Children show interest and engagement in their play and learning. For example, children create a solar system out of paint and use a variety of craft equipment. They successfully sustain interest for a period whilst making fishing rods and other creative equipment such as a sword, shield and crown to be a ‘knight’. They proudly show their creations and take pride in what they have made. Children develop their own games, imaginatively going on a space expedition whilst using park equipment. They recognise shapes and colours in both English and Welsh during craft activities. Children play appropriately with the resources available and respond suitably to the child minder.

Children have suitable opportunities to develop their independence skills. Children remove their own shoes on entry to the home and independently access their belongings. Older children use the upstairs bathroom and wash hands independently, with younger children receiving help if needed. Children access equipment and resources which are readily available to them. They help to tidy up and access their own drinks.

Care and Development

Adequate

The child minder has an adequate understanding of her responsibilities to protect children, confidently answering potential safeguarding scenario questions. She has current training certificates in place for food safety and child protection. However, paediatric first aid was not current. The child minder confirmed training was booked prior to the inspection and undertaken following the visit. The child minder inconsistently completes relevant documentation regarding children in her care. On the day of inspection, not all records were fully complete. The child minder has since provided assurances the documentation is in place. Accident and incident forms are readily available, although not always countersigned by parents. Following the visit, forms have been countersigned. The child minder encourages children to wash their hands after playing in the park and after using the bathroom. However, there are inconsistencies with hand washing before meals. Nappy changing practices were not viewed due to the age of the children attending the service. The child minder provides snacks and meals to children during the term time. However, during the holiday's parents provide packed lunches for children. She has experience in supporting children with dietary needs and allergies.

The child minder promotes positive interactions and implements her basic behaviour management policy, praising children regularly. We heard her say, *"well done"*, *"da iawn"* and *"that is brilliant"* whilst taking part in activities. The child minder engages with children at their level, often sitting at the table with them. She supports children and extends their learning by promoting engaging conversations with children when researching and discussing the planets and solar system. The child minder is sensitive to the needs of the children, recognising if they are tired, offering cuddles and comfort whilst providing opportunities for rest. She knows children well, with many of the children attending the setting for a long time. The child minder has clear rules and boundaries within the home, which children respond well to. She encourages children to use good manners, promoting and reminding 'please' and 'thank you' throughout the day. The child minder is a good role model, she is kind, calm and nurturing.

The child minder provides children with suitable play and learning opportunities. She plans basic activities, most of the children's play is child led. Children engage in free play, with adult support if needed. We saw children take part in role play, physical play and arts and crafts. The child minder supports children whilst engaging with craft, providing a range of paint brushes and paint, developing and contributing to interesting conversations about mixing colours. She has sound understanding of children's development and recognises the milestones they achieve, although next steps are not formally recorded. Basic development charts have been implemented following the visit. The child minder recognises each child as individuals, she works in partnership to support families and signpost if needed.

Environment**Adequate**

The child minder ensures the front door is secure once all children have arrived and has a separate porch area to allow for handovers to take place. She has a visitor book in place, and on the day of inspection, visitors signed in. However, this needs to be consistently maintained. Recent gas appliance checks have been complete. The child minder completes risk assessments for the home and garden. However, these have not been reviewed for some time and do not reflect all aspects or current running of the provision, such as trips and activities. She told us she undertakes daily visual checks. The child minder has lots of equipment both inside and outside, although some areas of the garden require maintenance. Regular fire drills and tests are complete with very basic information kept. The child minder supervises children adequately and knows the difference between acceptable and unacceptable risks for the age group of children she cares for. Areas of the home are sectioned off with stair gates at the bottom of the stairs and one across the kitchen and back door area. A pet dog is onsite, although he remains away from the children. Children know the rules about the dog and do not have contact with him.

The child minder provides play space within her open plan lounge, dining area and kitchen. The bathroom is situated upstairs. There is direct access into the secure garden through the back of the house. The rooms are bright, homely and comfortable. She provides children with an adequate range of toys and play materials. There are many resources within the play space and outside play area. The indoor premises is welcoming and child friendly, with sufficient space for children to play and rest. Children access the garden, with sail shades to provide shelter during warmer weather. A trampoline and swimming pool is available to children, with supervised access and individual consents are in place.

The child minder ensures children have access to furniture, equipment and toys that are appropriate for their age, needs and stages of development. With a variety of tables and chairs to suit different ages, alongside highchairs, prams and potties. The child minder provides a range of resources, which are easily available for children to access such as, small world, cars, puzzles, and books. She has recently purchased new equipment to support and help children's learning, development and creativity. The child minder provides some toys and equipment that promote diversity. On the day of inspection, children enjoyed a trip to the local park. The child minder informed us, she regularly attends local play groups, parks and other areas of interest within walking distance of the child minders home.

Leadership and Management**Adequate**

Leadership and management of the setting needs to improve to fully meet the regulations and national minimum standards consistently. Although the child minder has acted promptly following our inspection, she needs to consistently meet regulations and standards to ensure compliance. The child minder herself recognises leadership and management is an area of her provision she needs to improve.

There are a range of policies in place. However, they are not regularly reviewed and updated to reflect current guidance and best practice. Following our visit, the child minder has updated and developed her policies. The child minder keeps registers of children attending. However, they do not always include the actual times of arrival and departure. Following the inspection visit, the child minder now records actual attendance times. She confirmed she will include when household members and her own grandchildren are present, whilst minding. Other records, such as consent forms and contracts are inconsistently completed. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The child minder has provided an up-to-date statement of purpose following our visit and has updated her online account to reflect current household members. She has a current public liability insurance. The child minder has car insurance, tax, a new MOT, and appropriate business cover has been instigated following the inspection visit. She confirmed she rarely uses her car for child minding. The child minder is registered with the Information Commissioner's Office (ICO). She ensures current Disclosure and Barring Service (DBS) certificates are valid for all household members.

A recent review of the quality of care provided has been undertaken by the child minder, alongside the submission of Self-Assessment of Service Statement (SASS). The report is thorough and includes views of parents, action taken and recognises areas she wants to develop. For example, undertaking additional training in areas she wants to expand her knowledge, such as additional learning needs.

The child minder has strong relationships within the local community which has developed over the years of her child-minding service. She promotes positive partnerships with parents. Keeping them up to date, during drop off or pick up times, and through private messages. As part of the inspection, we sought feedback via online questionnaires. Comments were very positive. Some included comments such as *"Leigh Anne is an amazing Child Minder, she is child centred, patient & caring. She is 100% committed to each child & always goes above & beyond. We feel very blessed to have Leigh Anne in our lives!"* and *"Leigh-Anne has outstanding relationships with the children in her care; offering them a safe, happy and nurturing environment. When you walk through the doors, you hear laughter, see happiness and feel assured that your child is in the safest and best of hands. My child has thrived under her care, and I cannot thank Leigh-Anne enough"*

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
6 (3) (a) [i]	The child minder has not ensured that she holds a DBS certificate that is less than three years old.	Achieved
20 (4) (a)	The child minder has not ensured that every person aged 16 years or over who lives at the premises has an enhanced DBS check that is less than three years old.	Achieved

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
30	The registered person must ensure all appropriate records are completed fully.	New

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 10 - Healthcare	Ensure consistent hygiene practices.
Standard 13 (Child Minder) - Suitable Person	Ensure first aid remains current at all times.
Standard 4 - Meeting individual needs	Develop observation and development records to include next steps for children.
Standard 22 - Environment	Ensure risk assessments are reflective of current practices and visual risk assessments effectively minimise risk.
Standard 22 - Environment	Ensure fire drill records include more detail.
Standard 18 - Quality assurance	Ensure policies and key documents are regularly reviewed.

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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