



Inspection Report

Ewa Harris-Edwards

Treorchy



Date Inspection Completed

18/04/2024

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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	23 May 2018
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>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Good

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

Summary

Children enjoy their time at the child minders home. They feel secure, happy, and settled. They play freely, and confidently communicate their needs. Children can choose toys and activities which interest them from the resources available. They develop close and affectionate relationships with the child minder and each other.

The child minder provides a caring environment and keeps children safe and healthy. She is responsive to children's needs and creates a positive ethos whereby children feel valued. The child minder promotes good behaviour, encouraging positive relationships so that children interact well, co-operate, and play happily together.

The child minder ensures her home is safe, suitably clean, and well maintained. The child minder encourages a free-play learning environment and provides an appropriate range of resources and equipment to promote children's developmental skills. She makes very good use of local facilities to further enhance the experiences she provides.

Overall, the child minder manages her setting well. She has a beneficial range of policies and procedures that support the smooth and safe running of her setting. The child minder develops effective relationships with parents and works with the local Flying Start service to provide funded places for two-year-olds.

Children are happy and settled. They have a good voice and have many opportunities to make decisions about what they do and how they spend their time. Children move freely around the setting. They make purposeful choices such as what to play with and whether to play in the playroom or the conservatory. They are confident communicators and happily make their wants and needs known because they know the child minder will listen to them.

Children are safe and valued. They cope well with separation from parents and develop close bonds with the child minder. We saw children run eagerly into the house and give the child minder a big hug. Their individual needs are known, and choices respected. For example, they choose when they want to rest or what they want to eat and when they have had enough. As a result, they develop a strong sense of belonging.

Interactions between the children and the child minder are consistently good. Children cooperate well for their age and are actively interested and engaged in the play opportunities available to them. They learn to share and take turns and respond well to the child minder when she needs to intervene in minor disagreements. Children play happily alongside each other and sometimes together. For example, we saw a child ask another if they would 'like a cup of tea?'. Children learn to help, such as when carrying a small item of shopping, and to say please and thank you.

Children enjoy their play. They enthusiastically choose activities that interest them. This helps them develop concentration and perseverance as they draw, work out how to build what they want with construction toys or turn a storage box into a dolls bed.

Children have good opportunities to learn and develop through the experiences provided for them. For example, they name colours as they choose paper to draw on or play with blocks, talk about big and small bubbles, and count hands and jumps as they do a movement activity. Children also have many opportunities to extend their experiences through visits to parks, forests, beaches, libraries, and museums.

Children have opportunities to develop independence and self-help skills appropriate for their ages and stages of development. They learn to succeed in doing things for themselves which helps them develop self-esteem. From a young age, children eat independently. With encouragement they take off their own shoes and socks and are supported to start managing their own personal care such as using the toilet and washing their hands.

Care and Development

Good

The child minder works well to keep children safe and healthy. She has a good understanding of her responsibilities to protect children and has recently updated her safeguarding training. The child minder described appropriate actions she would take in response to safeguarding scenarios. There are suitable systems and record formats in place to record accidents, incidents, medication administered and any injuries or marks a child may have when they arrive at the setting. The child minder accurately records the times of children's attendance. We saw good hygiene procedures followed in relation to food preparation and the child minder ensures children wash their hands before eating. The child minder encourages a healthy lifestyle. She provides healthy snacks such as a variety of fruit and home cooked meals. She ensures children get plenty of fresh air and exercise through walks, or trips to parks, beaches, and the forest.

The child minder builds very positive relationships with children and demonstrates genuine warmth and kindness. Managing children's interactions with each other and encouraging positive behaviour is a strength of the child minder. She does this with sensitivity and an understanding of their ages and stages of development. As a result, children learn to share, take turns, and get along with each other. The child minder encourages children to be kind, polite and use good manners. She always acts as a good role model.

The child minder supports children's learning and development well through her interactions and the activities she provides, although we did not hear any Welsh used during the inspection. The child minder provides a child led, play based environment, and plans some activities around seasons and celebrations. Children make good progress, they have well developed communication skills, concentration, and fine motor skills. The child minder further enhances children's experiences and understanding of the wider world with a variety of regular trips out. She knows the children very well and understands their individual needs and routines. She makes regular observations of what children do and uses Flying Start development tracking documents for younger children. However, she does not always use her observations to inform planning for children's next steps in learning and development and she has not yet considered the Quality Framework for Early Childhood Play, Learning and Care in Wales or the Curriculum for Wales. The child minder has a suitable policy in place in relation to Additional Learning Needs (ALN) which would support her should she care for any children with identified or emerging ALN.

Environment**Adequate**

The child minder ensures her home is safe and secure. She keeps external doors locked and admits children and visitors to the premises. All visitors sign in and out. The child minder has good risk assessments for all trips out and consistently completes relevant daily and weekly risk assessment checks for her home. The premises are suitably clean and well maintained and the child minder ensures she carries out relevant building checks such as boiler servicing and smoke alarm tests as necessary. The child minder carries out and records monthly evacuation drills so that children know what to do in an emergency.

Children have use of the whole of the downstairs of the child minders home. She strives to provide a home from home environment where children can play, learn and relax. There is a dedicated playroom with a range of suitable toys and resources. However, resources are not stored or displayed in a way that invites children to play with them and occasionally they cannot find resources to support the development of their play. Children can use the living room to relax and watch the television, play with toys brought from other areas or sleep on comfortable sofas using their own cushions and blankets. A conservatory provides further space for a dining table which children use for eating and further activities such as drawing or craft activities. Children can move freely between these spaces and, through the kitchen, can easily access a downstairs bathroom. There is no outside space at the house, but the child minder makes extensive use of local parks, the forest, and beaches to extend children's play and learning in the outdoors.

The child minder provides a sufficient range of toys and resources that are clean, safe, and suitable for the children using them. However, the organisation of the playroom means resources that promote cultural awareness and diversity are not always evident and we did not see any natural or open-ended resources which children could use in many ways.

Leadership and Management

Good

The child minder has a clear vision for her setting and strives to provide a child-centred service. She is aware of her role and responsibilities in relation to meeting the regulations and the National Minimum Standards. The child minder is organised and keeps most records to a good standard. She has a good range of useful policies and procedures to underpin her practice and an informative Statement of Purpose in place. The child minder maintains records of valid car documents and insurance. She reviews all her documentation regularly and, following feedback, made some minor amendments to a small number of policies following the inspection visit.

The child minder reviews her setting annually. She seeks the views of parents and children and uses them to inform her review. This offers some evaluation of her setting and practice and, as a result, the child minder identifies some broad areas she would like to develop.

The child minder is well qualified and ensures she keeps up to date with mandatory training such as paediatric first aid, safeguarding and food hygiene. She maintains Disclosure and Barring Service (DBS) checks for herself and relevant household members although at the time of inspection her own DBS was just more than three years old. She had applied for a new one several weeks earlier.

The child minder develops strong partnerships with parents. She collects all relevant information before children start with her to ensure she can meet their individual needs. She keeps parents well informed about their children's development and what they do through a variety of methods that include verbal feedback and an annual written review of their progress. Parents gave very positive responses in the questionnaires completed for the Quality of Care review. The child minder works closely with Flying Start to provide funded places for two-year-olds and engages positively with CIW.

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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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 7 - Opportunities for play and learning	Develop observations to better inform planning for children's next steps in play, learning and development. Consider using the Quality Framework for Early Childhood Play, Learning and Care in Wales to support this planning.
Standard 18 - Quality assurance	Further develop the Quality of Care review to be more evaluative so that it better informs specific areas for development.
Standard 13 (Child Minder) - Suitable Person	Ensure DBS checks are re-newed in a timely manner.

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)
Develop the use of Welsh.
Further develop the environment to better provide access to the range of resources available, including those that promote cultural awareness and diversity and more open-ended materials.

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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