



## Inspection Report

**Mary Fenton**

**Gaerwen**



**Date Inspection Completed**

13/09/2024

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## About the service

Type of care provided	Child Minder
Registered places	4
Language of the service	English
Previous Care Inspectorate Wales inspection	10 October 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.

<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 and have a warm relationship with the child minder. They enjoy their time at the service and confidently choose from the activities available. Children are confident to communicate their needs and are beginning to learn positive social skills.

The child minder is kind, nurturing and supports children in a warm and positive manner. She is aware of her responsibilities in keeping children safe and promotes healthy habits. She encourages children to spend plenty of time outside in the fresh air and follows effective hygiene procedures. The child minder knows children well and plans effectively to meet their individual needs and promote their development.

The child minder ensures the property is welcoming and safe. She provides a good range of toys and resources which children can access independently. However, the opportunities for children to explore natural and recycled materials could be developed further to aid children's understanding of the world around them.

The child minder manages her service appropriately. She is organised and has appropriate policies in place to ensure the smooth running of the service. She ensures her training is kept up to date. Parents are kept well informed about their children's development and of any changes to the setting. However, she needs to ensure suitability checks for herself and household members are kept up to date.

**Well-being****Good**

Children are happy and settled at the setting. They communicate their needs effectively with the child minder and are confident to express their wants and needs. For example, they confidently use gestures to indicate which toys they would like to play with and when they want cuddles or reassurance from the child minder. Children can choose how to spend their time, and they choose their toys independently as a good range are stored within reach. Children's individual needs take precedence over any planned routines. They can sleep when they are tired and have their snack and meals when they are hungry, rather than at set times.

Children have formed a warm relationship with the child minder. They feel safe and confident in their environment. For example, they are happy to show us their favourite toys. They feel at ease expressing their wishes to the child minder and know the child minder will support them promptly. For example, when children show they are tired or hungry, the child minder helps them by promptly fetching their comforter or preparing their lunch. They are eager to involve the child minder in their play. They bring over toys and books to show her and show enthusiasm when she joins in with their play.

Children are beginning to form positive social skills. They babble happily and respond well to the child minder as she chats to them. They are learning to take turns by watching intently when the child minder models turn taking and copying her actions. For example, young children are learning to sit and wait while the child minder takes a turn to place stacking rings on the base before copying her actions.

Children enjoy their time at the setting and enthusiastically join in with activities. They engage well with tasks and enjoy their play and learning activities. For example, they become thoroughly engrossed in exploring the interactive music toys, laughing and smiling as they press the buttons to activate different actions. Children concentrate well on tasks. For example, they persevere when exploring different textures on the sensory mat and concentrate well on what they can see in the mirrored part.

Children have a good range of experiences and get many opportunities to spend time outdoors. They play in the garden when the weather permits and have regular trips to local parks and places of interest. This provides them with the opportunity to develop physically and socially. The children are encouraged to do things for themselves, such as feeding themselves, and wiping their own faces. This helps them develop confidence and promotes their independence.

## Care and Development

Good

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She has up to date safeguarding training and can describe the correct procedures to follow should she have any concerns about a child in her care. The child minder has up to date paediatric first aid training, ensuring she is prepared to deal with any accidents or emergencies which may occur. Accidents are well documented, and records are signed by parents, showing they have been informed. The child minder ensures children know how to exit the premises quickly and safely in the event of an emergency by practicing regular fire drills. These practices are recorded on a dedicated log.

The child minder promotes healthy habits; she provides children with sufficient opportunities to develop their physical skills and spend time outdoors in the fresh air. She ensures children have access to their drinks throughout the day, promoting good hydration. The child minder promotes good hygiene. She encourages children to wash their hands when appropriate and by cleaning tables and highchairs with antibacterial spray as appropriate, which reduces the risk of cross infection.

The child minder has built positive relationships with the children. She speaks with them in a kind, gentle manner and deals with any unwanted behaviour calmly and fairly. She uses positive methods to redirect children if they begin to show any unacceptable behaviour. For example, she gently but clearly communicates the expectations for sharing and distracts and redirects children if they start to display any signs of frustration or boredom during activities. The behaviour management policy outlines the practices seen during our visit.

The child minder plans a range of activities in line with children's individual interests and developmental needs. The child minder tracks children's individual development using dedicated developmental tracking sheets. She collates observation notes along with photographs of them taking part in activities and uses her observations to plan for children's next steps in learning. The child minder ensures parents receive regular information about their children's progress through private messages and verbal feedback at the end of each day.

## Environment

Good

The child minder provides a clean and safe environment for children. Doors to the premises are locked while children are present, and visitors are required to show identification and sign in using the dedicated visitor's book. The garden area is secure and surrounded by a robust fence. The child minder also uses play pens and moveable fences to section off parts of the garden to keep younger children safe. All potential hazards and the steps taken to minimise or eliminate these hazards are outlined within written risk assessments. Daily checks are also completed before children attend and these are also recorded, thus ensuring risks are managed and monitored effectively.

The child minder provides a welcoming and friendly environment. Children have access to a playroom and lounge, meaning they have plenty of space to move around freely and explore activities. The child minder provides a suitable range of age-appropriate toys and resources, including animal figures, train sets, musical interactive toys, toy vehicles, construction toys and a play kitchen. Toys and games are well organised and stored in a dedicated shed. Boxes are rotated regularly and are brought into the playroom according to children's individual interests and ages. These are then set out at low level so children can access them independently. There are also comfortable cushions and seating, allowing children opportunities to relax and spend quiet time reading from the wide variety of books if they choose to. Children also have access to the garden area where they can complete craft activities or take the toys outside to play in the fresh air.

The child minder has a range of equipment to aid younger children's independence skills. For example, she has toddler toilet seats and steps in the bathroom, enabling children to use the toilet and wash their hands independently. All toys and resources are clean and in good condition. The child minder has started to include recycled and natural materials in order to enhance children's knowledge and understanding of the world around them. However, the opportunities for children to explore such materials are fairly limited. Toys and resources are cleaned regularly, and these tasks are recorded using daily checklists so the child minder can monitor these effectively.

## Leadership and Management

**Adequate**

The child minder has a good understanding of her role and regulatory responsibilities. She provides a range of policies to enable her to run her service safely and effectively. These policies are reviewed and updated regularly and contain up to date information. However, the safeguarding policy did include some inaccuracies. We have since received an amended copy of this policy, which now includes the correct information. The child minder has a detailed statement of purpose, which gives a clear and accurate description of the setting. This enables parents to make an informed decision about whether the setting can meet theirs and their child's needs.

The child minder regularly seeks feedback from parents and children. She outlines some of the improvements made to date and those planned for the next year within a detailed annual quality of care review report. Parent feedback questionnaires show they are very happy with the setting and the care provided to their children.

The child minder ensures Care Inspectorate Wales (CIW) are notified following significant incidents or changes to the service as required by the regulations. Her first aid and safeguarding training is up to date in order to maintain a good understanding of current best practice in these aspects. However, the child minder has not ensured that her own as well as household members' Disclosure and Barring Service (DBS) checks are up to date. This has been identified as an area for improvement and we expect the child minder to ensure these checks are kept up to date in future. The child minder has since made an application to renew the DBS checks for herself and all household members over the age of 16 years.

The child minder has developed positive relationships with parents and shares information effectively. Records provided show the child minder gathers all required information about children prior to them attending. This allows her to plan effectively and to work with families in order to meet children's individual needs. Parents sign to show they have received and understood all the service's policies prior to their child attending. The child minder ensures children have opportunities to learn about the community in which they live by spending lots of time visiting the local areas, such as parks and local places of interest.



### 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
6	The child minder did not ensure she had a current,	New

	valid DBS certificate in place.	
20	The child minder did not ensure all household members over the age of 16 years have a current, valid DBS certificate in place.	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)
	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)
Ensure children have access to a range of natural, recycled and multicultural resources to help them learn about the world around them and develop awareness of cultural diversity.

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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