



## Inspection Report

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**Sychdyn**



**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	17 April 2024
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.

<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>Adequate</b>

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

### **Summary**

Most children are happy, settled and feel valued. They interact well with their friends and with those caring for them. Children are active, enthusiastic about their play and are developing a good range of skills. Many children are learning to be independent and enjoy doing things for themselves.

The child minder and her assistants promote healthy lifestyles by providing well-balanced food and drink and encouraging children to spend a large amount of time outdoors. They generally supervise children well and manage children's behaviour positively. The child minder and her assistants are good role models and are responsive to children's wants and needs. However, some procedures are not managed well enough.

The environment is welcoming and appropriately decorated. There are a suitable range of toys and resources which meet the needs of the children. Natural and loose parts items encourage curiosity, and the outdoors is used well to promote valuable learning experiences. Risk assessments are mostly followed and contain many suitable measures to manage the safety of the environment.

The child minder is experienced and hard working. Improvements have been made since the last inspection, but there are still some non-compliance issues that need addressing. The child minder works well with the other registered child minder and the assistants. Effective partnerships have been built with parents.

## Well-being

Good

Most children are confident communicators because they know their wants, moods and needs are valued. For example, children make requests such as asking to eat lunch outside on the picnic table, which is listened to and acted upon. Children are offered sleep when they show signs of being tired, and if they need help, they are warmly responded to. Children make plenty of choices and decisions about their play and learning. For example, they have the freedom to choose whether they play indoors or outside, whether to join in with adult led activities and they decide which food to select from the fruit bowl at snack time.

Children are happy and relaxed at the setting and settle quickly to activities. They cope well with separation from parents at drop off time because their individual needs are met, and they feel comfortable. Upon arrival children enjoy receiving a friendly welcome and cuddles of affection from those caring for them. Children are familiar with the setting's routines and know how the day is generally structured. Having positive relationships with those caring for them and knowing the setting's routines helps children feel secure and at ease.

Most children interact well. They follow instructions such as putting their wellies on to go outside, and they stop playing when it is time for lunch. A few children are beginning to express empathy and are sensitive to the needs of others. For example, they play gently around the younger children and notice when their friends are feeling sad. With encouragement, many children take turns and share resources appropriately. They are eager to show or talk about what they are doing, such as, finding a snail in the garden and having to be 'very quiet' so that it doesn't get frightened.

Most children are active, enthusiastic learners and enjoy taking part in a good range of interesting opportunities. They listen well and enjoy joining in with songs and action rhymes. They confidently climb outdoor equipment, love running around the large garden splashing in muddy puddles and laugh with friends as they jump on the bouncy castle. Babies enjoy nodding their head to music and smile as they play 'peekaboo'.

Most children use the resources and activities available to develop a range of skills. They follow their own interests for extended periods which helps develop creative thinking skills and improves concentration. Many are developing independence and learning to do things for themselves. For example, some are beginning to use the toilet independently, put their own suncream on and a few help set up tasks such as filling the water tray. At snack time, most children collect their own plate and cup and have a go at serving their own food. These experiences promote confidence and self-esteem.

## Care and Development

Good

The child minder and her assistants understand and implement a variety of policies and procedures which promote healthy lifestyles, physical activities, and well-being. They understand how to protect children and know what process to follow should they have any concerns about a child. A sufficient number of those caring for the children have attended appropriate safeguarding, food safety and paediatric first aid training. The child minder and her assistants follow many appropriate infection control procedures. Nappy changing procedures respect children's privacy and dignity. They use a relaxed approach, and those changing nappies use this as a valuable opportunity for positive interactions with children. However, the procedures for hand washing, the use of suncream and the storage of cleaning products are not managed well enough. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder and her assistants ensure children receive as much outdoor play as possible. They provide children with healthy, well-balanced food and drink and ensure accident records and medication records are completed effectively. However, when children arrive at the setting with existing injuries, these are not recorded. The child minder and her assistants generally supervise children well, and staffing levels meet the required adult: child ratios.

The child minder and her assistants manage children's interactions well. They follow an effective behaviour policy and encourage children to be kind to each other and to take turns with resources. Positive reinforcement is used well when children achieve milestones or have tried hard such as, concentrating to scoop blueberries on to their plate with a spoon. The child minder and the assistants are good role models and treat children with kindness and respect.

The child minder and her assistants are responsive to children's wants and needs. They offer good care and support and know the children and their families well. They provide children with a variety of experiences that link to children's individual interests, and activities are flexible. For example, a child minder assistant skilfully encouraged a child to join in with a painting activity by asking if he wanted to paint the wheels of a toy car to make tracks on his page instead of the planned activity. By using this child's area of interest, she enabled him to successfully join in and be creative. Those responsible for planning activities implement the principles of the curriculum for Wales and are developing a responsive approach to planning. Children's progress is tracked and sometimes children's next steps are planned for.

## Environment

Good

Risk assessments are completed and mostly followed with many suitable measures in place to minimise risk. However, we identified two significant hazards during the inspection. Firstly, the playroom door leading to the area of the house where building work is being undertaken, was left unlocked. Once we informed them of this, the door was immediately secured, and the child minder told us how she intends to prevent this from happening again in future. We also noticed the ground level sandpit was unsafe as a large amount of rainwater had collected making the water deep, if fallen into. The child minder did empty the rainwater whilst we were there, but we have identified this sandpit as a hazard on previous inspections.

The child minder holds regular fire drill practices and records these appropriately. This ensures the children and those caring for them know how to evacuate the building in the event of an emergency. The outdoor area is secure. But the child minder does not keep records of visitors who attend the setting.

The child minder provides children with a welcoming environment. Outside, there is a large garden which ensures plenty of space for children to explore and run around. There are covered areas if children wish to take shelter from the sun or rain. The child minder encourages children to spend as much time as possible outside exploring and discovering the natural world and using outdoor play to teach valuable learning experiences. Natural materials and loose parts items are used to enhance play as children are encouraged to follow their own lead and create their own ideas. The child minder regularly takes children to the local nature reserve where they can pond dip, collect natural items and climb trees.

Most indoor areas are appropriately decorated with natural-coloured walls. The playrooms offer enough room for children to play and learn and there are areas for children to rest or take part in quieter activities. However, parts of the indoor environment are cluttered, and some areas feel less inviting than others.

There are a few resources to develop children's cultural awareness through books, dolls and posters and the child minder celebrates cultural events throughout the calendar year.

## Leadership and Management

Adequate

The child minder is experienced and hard working. The statement of purpose contains relevant information about what the setting offers. However, a small amendment was made following the inspection and now the document meets the regulations and National Minimum Standards. The child minder works with another registered child minder from the same address, and they have a shared vision. Since the last inspection, policies have been re-organised, making it easier for parents and assistants to find information. The child minder ensures the assistants receive relevant first aid training and she now allows them to be left caring for the children for short periods, such as school runs. The child minder and her team are familiar with their key roles and responsibilities, but there are gaps in the child minder's knowledge and understanding of some regulations and National Minimum Standards.

Since the last inspection, the child minder has addressed both recommendations given. She has also addressed one area for improvement but the other, in relation to staff recruitment, still remains open from the previous inspection. The child minder has some appropriate recruitment systems in place. For example, prior to employment she looks at documentation, such as the Disclosure and Barring Service (DBS) certificate, references and qualifications. However, she does not gather all required documentation and during discussions with us about this matter, she did not accept responsibility for this shortfall. We explained that as registered person it is the child minder's responsibility to be familiar with the regulations and to know what documentation she needs to collate to evidence safe recruitment. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder works well with the other registered child minder and the assistants. They enjoy their roles and work well as a team, contributing to ideas. Since the last inspection, performance management processes have improved with appraisals now being carried out appropriately. Staff supervision is carried out informally. The child minder ensures children's registration records are appropriately maintained. However, sometimes key information about a baby's individual routine is known by those caring for the child but this information is not written down.

The child minder has built effective partnerships with parents. She keeps them well informed about their child's day through the setting's online platform which shows photographs about what they have been doing at the setting. We observed interactions between the child minder and the parents and could see that trust and open communication ensures that the changing needs of the children continue to be met.



### 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
25	The child minder must ensure unnecessary risks to children's health and safety are identified and so far	New

	as possible eliminated.	
28	The child minder gathers some documentation to demonstrate the suitability of workers. However, this is not consistent for all assistants and further documentation/information is missing. The child minder must ensure there is full documentation available for all assistants working at the setting.	Not Achieved
29	The child minder assistants do not receive supervisions or annual appraisals. The child minder must ensure staff receive appropriate supervision/appraisals.	Achieved

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 20 - Child protection	To ensure existing injuries are recorded and monitored in case of any pattern in order to safeguard children.

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)
To re-organise and de-clutter the environment to make it look more inviting and to make it easier to access resources and equipment.
To ensure permission forms are completed by parents and key information about babies individual needs/routines are written down prior to children starting at the setting.
To ensure a record is kept of visitors who attend the setting.

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** 30/10/2024