



Inspection Report

Pauline Lang

Bridgend



Date Inspection Completed

15/04/2024

Welsh Government © Crown copyright 2024.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates 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>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy, settled and have a voice. They are confident and have strong relationships at the setting. Children follow their own interests and are developing their independence skills well.

The child minder and her assistant implement policies and procedures effectively. Children are safe, secure, and healthy. The child minder and her assistant are very kind, caring and support children's needs successfully. They introduce Welsh naturally during the day.

The child minder's home is a safe place for children. She provides children with interesting resources and equipment. Children have access to a range of facilities and regularly visit playgroups and local areas of interest.

The child minder runs her service well. She is organised and has a sound understanding of her responsibility to comply with the national minimum standards and regulations. The child minder manages her assistant well and ensures appropriate records are in place. There are strong partnerships.

Well-being

Good

Children have good opportunities to make choices and decisions about what activities and resources they want to play with. They ask questions and respond to actions knowing their voice is listened to. For example, when children build a den, they receive interactive and engaging responses from the child minder. Children are happy to express themselves. We heard children ask to go outside, with their wishes met.

Children are happy, settled and cope well with separation from their parents or carers. They have positive relationships with each other, and the adults in the home. Children receive support and reassurance, having regular cuddles and comfort with the child minder and/or her assistant. They successfully engage in role play, pretending to put each other to bed, causing great laughter and delight when tucking in a blanket. Children of all ages engage in play activities. Their needs are recognised and supported, children's attempts at communication are valued. Children are very familiar with routines. For example, at mealtimes and during activities.

Children express enthusiasm and enjoyment. They smile, laugh, and interact well. Children are learning to cooperate and share. We saw them take turns to wear a doctor's coat, share bandages and dolls, with support from adults, if needed. They successfully explore the environment and engage in a range of play opportunities. Children help one another. For example, an older child successfully helped to put a younger child's sock on. Children confidently express their emotions when looking in a mirror and say how they feel. They are attentive and recognise developments in one another, stating "*his teeth are growing*". Children are kind and often give each other cuddles.

Children are interested in their play and learning. They follow their own interest and engage in activities of their choice. For example, when playing with moon sand, construction, and puzzles. Children confidently access their 'favourite book' and read it to their friends. They successfully use ride on toys in the garden and engage in mark making with paints. Children access a range of opportunities at the child minders home and in the local area, which promote their all-round development.

Children are developing their independence skills efficiently. They help adults when tidying up and follow instructions very well. Children feed themselves at mealtimes, and are provided with support, if needed. Children are encouraged to dress themselves, taking their shoes and coats on and off. They access the bathroom with support and independently wash their hands.

Care and Development

Good

The child minder and her assistant understand and implement policies and procedures to promote safety for children. They hold current child protection, first aid and food hygiene certificates. They are aware of their responsibility to safeguard children, appropriately responding to safeguarding scenarios. Accident, incident, and medication records are complete and signed by parents. The child minder has systems in place to meet allergies and dietary needs. Parents provide meals for children, with the child minder providing healthy snacks, such as fruit. There are effective cleaning and hygiene practices in place. The child minder, assistant and children regularly wash their hands. Older children access the upstairs bathroom with support, if needed. The nappy changing procedure is effectively followed.

The child minder and assistant understand the behaviour management policy and implement positive strategies successfully. They engage with children at their level, sitting on the floor or at the table with them. They know children very well and have sound understanding of their needs. We saw the child minder and assistant promote open ended questions and introduce new vocabulary during play. For example, whilst making moon sand, they asked, *"how does it feel?"*, introducing words such as 'squeeze', 'squish', 'lift', and 'tap'. They both consistently offer encouragement and praise. We heard them say, *"Well done"*, *"Da lawn"* and *"Bendigedig"*. They interact with warmth and kindness. Remaining calm and engaging sensitively. They remind children to share and be gentle with younger children, using *"kind hands"* with their friends. They effectively develop and extend learning opportunities. For example, when playing with colour magnetic shapes and building houses. The child minder and assistant are good role models, sitting with children at mealtimes, promoting an engaging and interactive social time.

The child minder and assistant are aware of children's individual development. Although, at present development records are not recorded. The child minder confirmed she has recently developed records and intends to start using them. The child minder provides a range of learning activities. Supporting children's learning through play, songs, and rhymes. Encouraging counting, colour, and shape recognition naturally, in both English and Welsh. Most activities are child led, with some adult led activities. Welsh is spoken and introduced naturally through play. The child minder confirmed they visit local parks, areas of interest and play groups.

Environment**Good**

The child minder has a range of policies in place and ensures the environment is suitably safe, secure, and very well maintained. The secure front entrance, has a doorbell in place and she ensures all visitors sign in. The child minder has a range of written risk assessments, although records of reviews are not kept. She ensures daily visual checks are complete. The child minder undertakes and records regular fire drills. The child minder ensures annual gas safety checks are in place. Cleaning routines reflect overall good hygiene. Safety gates are in place on the stairs and on entry to the kitchen. All areas of the home are organised and well maintained. The child minder has two small pet dogs at the property. Risk assessments are in place and contact is limited, although, they sometimes remain in the same area as children. The child minder has assured CIW contact is minimal and they are always supervised.

Children have free-flow access within the lounge/ diner where they play. They have supervised access to the upstairs bathroom, and kitchen if walking through to access the garden. Outside, the secure garden, provides a variety of play opportunities. Including, a mud kitchen, mark making area, sand and water station and ride on toys. Currently children do not access all areas within the garden and engage in play on the patio area. The child minder intends to develop her environment in the future, with an extension to the side of the house, allowing for a dedicated playroom and garden area for children.

The play space is a light and calming environment. There is a variety of resources and equipment, available at low level for children to access. With an interesting range of suitable quality, developmentally appropriate play, and learning resources. For example, sensory play, puzzles, building blocks, musical instruments, role-play, relaxation areas, and reading books. The child minder provides resources and learning opportunities which promote children's curiosity about wider society, celebrating equality and cultural awareness. There is suitable equipment for the ages of the children who access the service. Such as prams, highchairs, and booster seats. The child minder confirmed she and her assistant have a range of car seats which are suitable for children from birth to twelve.

Leadership and Management**Good**

The child minder runs her setting well and complies with the national minimum standards and regulations. She is very organised, ensuring accurate records are in place. Registers with children's arrival and departures are maintained. Following the inspection visit, she has confirmed she will record any household members present whilst minding and a clear record of who is caring for which children whilst her assistant is working. All household members have up to date disclosure and barring service (DBS) checks. The child minder has an up-to-date Statement of Purpose and keeps CIW up to date with any changes at the setting via her online account.

Children have accurate and complete contracts, with a range of consent forms in place. The child minder has systems in place to review contracts and policies, which include dates of review. The child minder has up to date certificates such as public liability insurance, ICO (Information Commissioners Office) and car documents for herself and her assistant.

The child minder reviews and evaluates her service well. She has a recent quality of care report, which includes parental and children's views. She identifies improvements required within the setting and implements this as part of her self-evaluation. The child minder keeps up to date with mandatory training and is keen to further develop and extend her learning in the future.

The child minder ensures the assistant has all regulatory records in place and manages her role effectively. They work well together and support each other successfully with the running of the setting. The child minder's assistant has recently started work and has not yet undertaken any supervisions or appraisal. The child minder has confirmed she will complete these and ensure formal records are maintained.

The child minder has links with local schools, playgroups, and other professionals. She promotes positive partnerships with parents. Keeping parents up to date, through private messages and verbal conversations at the start and end of the day. As part of the inspection, we have gained very positive feedback from parents, with comments such as *"Pauline goes out of her way to ensure the children have fun and adventures, they go everywhere and experience so much. I am so, so lucky to have her as our childminder"*, *"Excellent child-minding service offered and delivered"* and *"Pauline is exceptional at the service she provides, always super busy and updates with photos throughout"*.

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
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
-----	--	-----

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 22 - Environment	Ensure records are maintained of when risk assessments undergo review
Standard 4 - Meeting individual needs	Ensure development records are complete and support children's next steps

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 13/05/2024