



Inspection Report

Stacy Farrugia-Gibbs

Barry



Date Inspection Completed

25/10/2022

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About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	7 July 2017
Is this a Flying Start service?	Click or tap here to enter text.No
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use, the service.

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

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

Summary

Nearly all children are confident, happy and enjoy their time at the child minder's home. They smile, laugh, and engage with each other and the child minder. They have good choices and make effective decisions about what they want to do.

Overall, the child minder understands and implements policies and procedures to promote safety for children. She has positive relationships with children, offering encouragement and praise.

Overall, the environment is secure and maintained to a good standard. Children have access to a range of developmentally appropriate play and learning resources.

Overall, the child minder manages her service suitably. She works with parents to give them information and is committed to on-going improvements. We, CIW (Care Inspectorate Wales) have made five recommendations at the end of this report.

Children are confident communicators. For example, children ask to play with a mechanical toy robot, with their wishes acted upon. They have good opportunities to make choices and make decisions about what activities and resources they want to play with. Children request the route they would like to take when they walk to school.

Nearly all children are settled and cope well with separation from their parents or carers. They have formed positive bonds of attachment with the child minder. Children who are unsettled receive support and reassurance, having cuddles and comfort, if needed. Nearly all children have a strong sense of belonging and are familiar with routines. For example, at mealtimes and during the school run.

Interactions between children are developing well. Younger children are learning to share toys and be respectful. Children express enthusiasm and enjoyment. Children laugh and engage with one another and child minder when interacting in the role play kitchen. They are becoming aware of each other's feelings, showing empathy for one another.

Children are interested in their play and learning. They follow their own instincts and interests. For example, they independently access the role play kitchen and engage in play opportunities with different resources. We saw them engage in an autumn theme activity using natural resources they had collected during their walk earlier in the day. Children access opportunities indoors and outdoors that promote their all-round development.

Children are developing their independence skills positively. They access the toilets wash their hands and feed themselves at mealtimes. They listen well to the child minder following any instructions given such as helping to put toys away and tidy up. Children can choose to engage in activities or select resources independently.

Overall, the child minder understands and implements policies and procedures to promote safety for children. She has recently attended a child protection course and is aware of her responsibilities to safeguard children, reporting any concerns. She holds current first aid and food hygiene certificates. The child minder promotes children's health successfully. Appropriate accident and incident records are completed with parental signatures obtained. A flexible, healthy menu for meals is in place. Dietary and allergy needs are recognised and promoted within the service. Parents have the option of providing a packed lunch if they wish. Suitable cleaning and hygiene practices are in place. For example, no outside shoes are worn within the playroom or main areas of the house. The child minder encourages children to regularly wash their hands and use the toilet facilities appropriately. During the walk to school, she ensures children remain safe, encouraging hand holding and the teaching of road safety.

The child minder understands her behaviour management policy and consistently implements positive strategies. She lowers to children's levels to interact and engage with them, often sitting on the floor with the children. The child minder knows children very well and has extensive knowledge of their needs. She has positive relationships with children, offering encouragement and praise. Regularly telling children, "*Well done, clever boy*", "*Good sharing*" and "*Diolch, thank you very much*". She interacts with warmth and kindness and uses distraction techniques effectively, reminding children of consequences. For example, "*We don't jump on sofas, we don't want to hurt ourselves*".

The child minder is aware of children's individual development and has some basic plans in place for children. The child minder has confirmed she is committed to developing a new system which links observations, planning and next steps for children in line with the changing curriculum in Wales. She provides a range of play and learning activities, indoors and out. For example, we saw the child minder sit with children, playing with an abacus, learning colours, and counting. She confirmed children regularly go on walks and visit local parks and libraries. They celebrate a range of festivals and promote diversity through some of the resources available. The child minder promotes basic incidental Welsh throughout the day.

Environment

Good

Overall, the child minder has appropriate policies in place and ensures that the environment is suitably safe, secure, and well maintained. There are basic written risk assessments in place, which are regularly reviewed. Daily visual checks are completed. Regular fire drills are undertaken and recorded. Cleaning routines are in place and reflect good hygiene practices. At the time of inspection, a current boiler and electrical safety certificate were not available. Following the inspection, these were provided.

The home is light, bright, and open plan with access to a kitchen, downstairs bathroom, and living/ dining area. There is direct access into the secure garden and onto the external playroom. The child minder confirmed the living and dining areas are areas used for minding. These areas are mostly used early in the mornings and afternoon, often for relaxation, rest and during mealtimes. Whilst the exterior playroom and garden are used at other times of the day. There is suitable equipment for the ages of the children who access the service. For example, table and chairs. Equipment is available outside, such as footballs and goals. A children's low-level table is also available on the patio and is often used when the children play outside.

The environment meets most of the children's needs and enables them to reach their full potential. Inside, there is a suitable range of equipment stored in the playroom. The outdoor play space is secure, and the child minder confirmed they use the garden frequently as an extension of the indoor environment. Although, this was not seen on the day of inspection.

The child minder provides a range of good quality, developmentally appropriate play and learning resources. There are enough resources to ensure children have a wide variety of choice, with a rotation system in place. For example, through construction play, sensory activities, reading books, and role-play activities. Children can access toys and resources easily or can request them if stored out of reach.

Leadership and Management

Adequate

The child minder generally runs her service well. Overall, there are appropriately maintained records. At the visit, the child minder was recording estimated attendance times of when children arrive and leave in her registers. She acknowledged the importance of completing actual times and indicated her practice will change. She has also confirmed household members present, whilst she is minding, will be kept. All household members disclosure and barring service checks (DBS) are up to date.

Children have accurate and complete contracts, although not all consent forms are in place. Following the visit, this was rectified to ensure all consent forms were complete. Consent forms are also now in place for interactions with the household pet. The child minder reviews her policies regularly. However, some require further development and more detail which has been discussed with the child minder as part of the inspection. Following the inspection visit, a statement of purpose has been provided to CIW, which accurately reflects the service. The child minder has up to date certificates such as public liability insurance, ICO (Information Commissioners Office) and car documents.

The child minder reviews and evaluates her service adequately. She has a recent quality of care report. Although children and parental comments are not included, an overview of positive feedback is noted. Within the review she recognises achievements, priorities and areas for improvement. The child minder is committed to on-going improvements at the service and wants to further embed improvements made following the inspection.

The child minder keeps up to date with training and uses recourses available to her through her memberships. She has developed professional relationships with the local school. The child minder promotes positive partnerships with parents. Keeping parents up to date through a variety of methods, including, verbally and via text. As part of the inspection process, we gained feedback from parents via an online questionnaire. Comments were very positive, one stated "*I am very happy with her service*".

Recommendations to meet with the National Minimum Standards

R1. Further develop and embed children's development records and planning to support children's next steps in learning

R2. Ensure all premises safety checks are undertaken in a timely manner

R3. Ensure registers are fully complete with actual times of arrival and departure and reflect household members present when minding

R4. Ensure parent and children's views are reflected within the Quality of Care report

R5. Ensure policies are updated to reflect current information

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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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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