



Inspection Report

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Bridgend



Date Inspection Completed

06/10/2022

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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	Manual Insert] 10 April 2017
Is this a Flying Start service?	Manual Insert] No
Does this service provide the Welsh Language active offer?	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>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children feel very secure, happy, and comfortable at this setting. They play freely, are contented, and freely communicate their needs. Children choose toys and activities which interest them from the selection available. They have positive and affectionate bonds of attachment with the child minder.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She offers a range of free play opportunities and some planned activities for children to access independently or with support.

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises are welcoming, homely and well organised. Suitable risk assessments and safety checks are in place. The child minder provides a range of engaging resources, which extend children's play and development.

The service is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. Links with the community are good. We have noted four recommendations at the end of the report.

Well-being

Good

Children are happy, settled and thoroughly enjoy their time at this setting. Children have a strong voice and feel comfortable to express themselves through verbal and non-verbal communication. Children have opportunities to make choices and decisions. For example, they play freely and make choices about the toys and activities they play with and select activities to engage with.

They engage and chatter away to the child minder, receiving nurturing and appropriate responses. Children feel safe, happy, and valued. They are very settled and relaxed, coping well with separation as they are quickly comforted when upset. Children who are new to the setting have settled quickly and are happy and comfortable in their new surroundings. Children display positive emotional bonds of attachment with the child minder and seek out cuddles and reassurance. They know the routines well. For example, at mealtimes and nappy changing time. Children are active and express enthusiasm and enjoyment. We saw them smiling, laughing and singing along with nursery rhymes as they played.

Interactions between children and the child minder are consistently good. Children cooperate well and are actively engaged and interested in their play and the routines of the day. Children are treated with respect and the child minder takes their views into account. For example, she asks children if they are ready for their snack and is patient when a child changed their mind.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, one child showed enjoyment and curiosity when exploring the multi-sensory toys and another was engrossed in a teddy bear jigsaw and interacted with the child minder about the teddies and the emotions on their faces. Children have freedom to safely explore their indoor environment. They have good opportunities to initiate their own play and to influence their activities. They freely choose toys from the resources available. For example, one child was particularly interested in the dolls and accessories and happily played with these for a sustained period of time. They can choose to relax and have quiet times.

Children are well supported in beginning to develop their independence. They are actively encouraged to choose toys and activities which interest them. They confidently explore the indoor environment and are encouraged to participate in the decision-making process with regards to mealtimes and nappy changing times. For example, we heard one child being asked, *“do you want something to eat now? Come on then, you choose.”*

Care and Development

Good

The child minder has a range of purposeful policies, which promote the children's safety and well-being. Her safeguarding training is up to date, and she has procedures in place to safeguard children, appropriately and confidently answering child protection scenario questions. The child minder promotes children's health successfully. She holds current first aid and food hygiene certificates. There are robust systems in place to record accident, incident and medication administration. Effective hygiene practices are in place, with regular cleaning routines followed. For example, the nappy changing equipment is cleaned after each use and the highchair and floor is thoroughly cleaned after mealtime. Nappy changing procedures are appropriately followed.

The child minder has an appropriate behaviour management policy in place. She follows the policy and uses the management strategies consistently, praising children for their achievements. We heard her encourage and positively respond to children throughout our visit. For example, *"Good girl, well done. You've got it now!"* She models the language associated with good manners and acts as a good role model at all times. The children benefit from a thorough settling in period and the child minder is accommodating to the needs of the parents using the service. The child minder engages successfully with children, whilst promoting their learning and particularly their self-esteem. For example, she has completed physical challenges with older children who use the setting in order to raise their confidence. This is a childminder who goes over and above and this is a real strength of her service. One parent who uses the service told us that, *"Since starting with (the childminder) my little one has developed so much confidence."*

The child minder provides a nurturing and caring atmosphere and gives responsive care. She is aware of the children's individual development and emotional needs. She knows the children very well and has a good understanding of each child's individual requirements and routine. The child minder strives to understand and communicate with the children in her care. Her interactions with the children are positive demonstrating warmth and kindness. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, she discussed the care of the doll with a child who was playing with it, asking if the doll needed its nappy changed or a bottle of milk. Playing along with the child in that manner resulted in sustained engagement with the activity and the child clearly enjoyed their play. Planning is child led and provides opportunities to engage with other cultures, for example sampling foods from around the world. The child minder occasionally uses Welsh to further extend learning.

Environment

Good

The child minder ensures that the environment is safe, clean, and well maintained indoors and outdoors. The child minder keeps a record of the visitors to the premises. The outdoor area is safe and the perimeter is secure and locked once the children have arrived. She practises fire drills at suitable intervals and completes safety tests on smoke detectors. She does not vary the times of her fire drills however. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She regularly makes checks on sleeping children. She completes thorough risk assessments for the environment but does not provide review dates for this. At the time of inspection, the sink cupboard in the kitchen was not secured with a child proof lock however this has been quickly rectified. A free-standing television was noted as a potential hazard.

The premises is welcoming, well organised, and accessible to all. Children benefit from a dedicated playroom which is homely, bright, and engaging. Within the main playroom, there is low-level, accessible storage containing toys and resources with floor space to play. Older children can move freely between outside and inside activities and can easily access an upstairs bathroom which is clean, well maintained and child friendly. The childminder uses the outdoor play space often. The space is extremely well maintained and organised. The childminder provides a wide range of engaging resources outside, which extend children's play and physical development. The resources include ride on toys, water play resources and age-appropriate resources for older children.

Indoors, the child minder ensures the children have access to a good range of toys and play equipment that suit their individual needs. Toys and resources are stored appropriately, and the layout and design of the environment promotes children's independence. For instance, children can access play toys and resources themselves or ask the child minder to pull out what they want. The child minder ensures the play environment is homely and nurturing, providing some interesting activities and play equipment. Diversity is encouraged through the provision of resources, for example a rug in the playroom which celebrates children from around the world. Engaging and interesting age-appropriate resources are available for older children who access the provision after school.

Leadership and Management

Good

The child minder runs her service well. She is organised and keeps all the required records. The child minder has up to date car documents and is registered with the Information Commissioners Office (ICO). A statement of purpose is in place which provides parents and guardians with an accurate reflection of the service provided. The child minder has a range of beneficial, easy to read, policies in place. The child minder is suitably qualified and has a clear vision for her service. She has a strong culture of continuous personal development; this is particularly evident when considering her training record. Additional training completed in areas such as additional learning needs and block play for example will have a positive impact on the children in her care. The child minder reviews and reflects upon her service and produces a basic quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements to the service. The report confirms that parents and children are happy. The childminder engages positively with Care Inspectorate Wales (CIW) and consistently acts on recommendations in relation to her service.

The child minder promotes positive partnerships with parents and other professional childminders. She keeps parents up to date regularly through verbal and private messages. People who use the service told us, *"She sends regular updates on the children and also sends pictures of their achievements at the end of the day."* She is flexible and provides support to parents who require additional support and reassurance. She regularly discusses the children's development with parents for example and will identify areas to further develop. The child minder makes good use of her local community and environment engaging in interesting and stimulating trips which will benefit the children's development and learning. For example, using the local parks and attending local toddler groups.

People who use the service have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, *"She treats every child equally and as if they were her own,"* and *"The care and support provided, not just to the children but to the parents is on another level."*

Recommendations to meet with the National Minimum Standards

R1. Further develop the use of Welsh at the setting.

R2. Vary the times and groupings of children during fire drills.

R3. Secure the free-standing television.

R4. Ensure that risk assessments are dated and that review dates are evident.

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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