



Inspection Report

Claire Grasham

Aberystwyth

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

14/03/2024

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	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	[18 January 2018]
Is this a Flying Start service?	[Yes]
Does this service promote Welsh language and culture?	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>	Excellent
<u>Care and Development</u>	Excellent
<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 very happy at the child minder's home. They are superbly settled and encouraged to interact confidently with each other. Children in the child minder's care, are able to make very strong and effective choices about what they want to do. They are developing extensive friendships with each other and show very strong bonds of affection with the child minder.

The child minder is extensively experienced and qualified. She has a highly effective understanding of how to keep children safe and how to promote their health and wellbeing. She manages all interactions positively and manages behaviour exceptionally. The child minder plans activities to promote children's development and encourages their natural curiosity within the activities planned.

The child minder has effective systems in place to ensure the environment is safe and positively stimulating for children. Children have purposeful access to a valuable range of age-appropriate resources and equipment within the indoor setting.

The child minder runs a successful, valuable, and well organised setting. She meets and nearly always exceeds the regulations and the National Minimum Standards. The child minder has worthwhile systems for evaluating and improving their setting. She has purposeful and worthwhile partnerships with parents who are very happy with the care their children receive.

Well-being	Excellent
-------------------	------------------

Children are very happy, settled and enjoy their superb time with the child minder. They have a very strong voice and highly effectively express themselves and their requirements. Children are confident communicating and highly effectively share their feelings, likes and dislikes. Examples include replying to the suggestions of the child minder and when they require a snack or drink. They can strongly communicate their preferences at snack time and for resources to access from accessible storage. They extensively engage the child minder in their activities and are keen to share their experiences. They have highly effective opportunities to make choices and decisions. For example, they choose their snacks, the toys they play with, and how to engage in activities that interest them.

Children feel safe, happy, and valued and are superbly settled with a strong sense of belonging. Children at the setting receive very high-quality and effective comfort and support from a nurturing child minder who knows them very well. They display very strong emotional bonds with the child minder, regularly seeking reassurance without prompting. For example, new children are nurtured by the child minder in a calm and reassuring way and effectively supported when upset. Children know their routines and engage in high quality activities prepared by the child minder. For example, cleaning the toy dinosaurs with the toothbrushes and soapy water.

Interactions between children and the child minder are consistently positive and always very calm and relaxed. Children smile and laugh as they enjoy using resources such as the teapots in imaginative ways and when doing simple jigsaws. They are always treated exceptionally well and with clear respect and their views are always taken into account. For example, the child minder asks what children wish to eat for snack, and what activity they wish to take part in, including watching short videos on the television.

Children confidently choose activities that interest them. They thoroughly enjoy their play and learning. Children can sustain their interest in activities for extensive periods of time, developing their play constantly. Examples include an activity involving water and washing toy dinosaurs. This developed further with children creating puddles of water on the mat and jumping in the water. Children were encouraged to get wet and to enjoy themselves. They were praised by the child minder, and thoroughly enjoyed the opportunity presented to them. Children safely explore their indoor environment.

Children are well supported and encouraged in developing their independence. They visit the bathroom and wash hands independently under supervision. Children sit purposefully at mealtimes and are effective in feeding themselves. They respond well when strongly encouraged to make decisions about activities to engage in during their time at the setting.

Care and Development

Excellent

The child minder has an extensive understanding of her role and responsibilities to keep children safe and healthy. There are high quality and effective policies in place. The child minder has current safeguarding training and has very strong procedures in place to safeguard children. She holds current first aid and food hygiene certificates. There are highly effective systems in place to record accidents, incidents, and administration of medication. Extensive hygiene practices are implemented including handwashing and sanitising carried out regularly. The child minder ensures that children wash and dry their hands routinely before and after snack time and activities. Meals and snacks are not currently provided by the child minder other than fresh fruit, alongside options of water or milk to drink. The child minder is fully aware of children's dietary, health, and individual needs, with effective systems in place to support them when required.

The child minder is extremely kind and outstandingly nurturing towards the children. She manages their behaviours effectively well using a warm and gentle voice, distraction, and support when required. We heard use of positive language including constantly reminding children about manners and regular praise. For example, after helping to tidy up were heard "*Well done*" and "*Good job.*" Throughout the visit the child minder gave gentle and sympathetic reminders to say 'please' and 'thank you'. There are strong, natural bonds between the child minder and the children. We saw her showing the children affection. During a quiet period, the child minder spent time getting to know children who were new to the setting. This included sitting on her lap to listen to a story. The child minder sits with children and engages with them during their play; for example, when children were cleaning the dinosaurs and during role play activities.

The child minder extensively promotes children's play, learning and development. She keeps parents up to date about children's development using a daily diary recording what children have been doing, snacks eaten and sleeping information. Parents return these daily. Children's individual needs are met, and the child minder has a strong understanding of how to support them. Through the highly effective use of an 'All About Me' profile, she has extensive knowledge of their interests, pets, and important information about their home life. She is aware of the importance of children's routines and through planning, promotes 'child led' play. These include visits to the local park and various amenities such as the nearby ballpark and the beach. Evidence of these visits show children being introduced to exciting activities and offered superb opportunities to experience new environments. The child minder used incidental Welsh during our visit. The child minder promotes diversity through various activities, including making Christmas pictures and celebrating different religious holidays.

Environment

Good

The child minder ensures her home is safe, clean, and well maintained indoors. She provides a self-contained area which is a welcoming and stimulating environment. The child minder keeps a record of visitors to the setting and ensures it is secure. The front door is locked once the children arrive, and a further safety gate ensures children cannot access the door. Regular fire drills and safety checks are in place, ensuring any potential hazards are monitored and minimised. The child minder supervises children well and understands the difference between acceptable and unacceptable risk. For example, children enjoy climbing a sofa to see the refuse lorry passing the house. She completes suitable written risk assessments, alongside monthly and daily visual checks.

The premises is self-sufficient, well organised, and accessible. The area provides a playroom, storage, a toilet with nappy changing provision and a small kitchen. The playroom is bright with colourful displays along with children's artwork on show. The setting does not currently have an outdoor space, but children are taken to the local park and beach on a regular basis. This provides children the opportunities to explore and play independently. The child minder further supports children's independence and promotes socialising by providing age-appropriate tables and chairs for activities and snacks. She organises the setting well and it provides the children a good range of play opportunities suitable for nearly all the age ranges. Children can freely access resources from the purposeful storage, with plenty of floor space to play and they move freely between the spaces available. They easily access the bathroom, which is clean and well maintained.

The child minder provides a wide range of engaging resources which extend children's play and development. The layout and design of the environment promotes children's independence. For example, there are effective low level storage baskets which make it easy for children to access the resources independently. These baskets are labelled with pictures and words. Children are confident to ask the child minder if they cannot find or are unable to access toys or resources. The child minder ensures the play environment is suitable, providing worthwhile and interesting activities and play equipment. For example, there is a wide range of role-play activities, dolls, books, and beneficial sensory resources.

The child minder is very organised and committed to providing a successful and valuable service. She responds positively to suggestions on how to improve the service. The child minder creates a calm and positive atmosphere in the setting. She maintains and shares an up-to-date and effective statement of purpose that skilfully reflects the service provided and exceeds the National Minimum Standards. The child minder has worthwhile policies that are reviewed annually. In discussions, the child minder acknowledged the requirement to strengthen a few of her policies. For example, her Lost Child and Uncollected Child policies. She thoroughly maintains the required records including registers and accident forms. The child minder has up to date car documents and is registered with the Information Commissioners Office (ICO).

The child minder annually reviews and reflects upon her service and produces a purposeful quality of care review. As part of her evaluation, she seeks feedback from parents twice a year and from children. A questionnaire is also shared with new parents within a month of children registering. This ensures that parents are happy with her 'settling in' processes and the information shared. Information collated support her in the evaluation of her service, providing an opportunity to highlight strengths and consider areas for improvements.

The child minder successfully understands the importance of training and continuing her professional development. She effectively completes all mandatory training and seeks further opportunities to further develop professionally to ensure she can meet the needs of the children in her care. For example, she is currently completing speech and language training to support children with Additional Learning Needs. All household members have current Disclosure and Barring Service (DBS) checks, with a system in place for annual checks. The child minder thoroughly engages with Care Inspectorate Wales (CIW) and other organisations when necessary.

The child minder ensures that communication with all parents and carers is valuable and beneficial. She has all the relevant contracts and permissions in place and keeps all the relevant information to meet children's individual needs. The child minder keeps parents well informed through daily verbal communication, messaging, a private social media page and a daily diary. Parents and carers are very happy and positive about the setting. They told us, *she replicates the home setting – gentle but fair,* 'Claire always listens and provides feedback to suggestions' and 'The monthly newsletters are brilliant.' The child minder has good links with parents, and she consistently responds positively to information and advice given to her to improve children's wellbeing and to identify any needs. She ensures that should any concerns arise about a child's progress or development, there are clear procedures in place for sharing information and providing support.

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 6 - Working in partnership with parents	Ensure all policies are updated and reviewed and shared with parents

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 17/05/2024