



Inspection Report

Stacy Dunn

Barry



Date Inspection Completed

07/03/2024

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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	[21 November 2019]
Is this a Flying Start service?	[No]
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.

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

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

Summary

Children are happy, settled and form positive relationships with each other, and the child minder. They have a strong voice and are confident that their views, preferences and needs are acted upon. Children are actively engaged and interested in their play opportunities. They are developing a good level of independence for their age and stage of development.

The child minder follows good and effective procedures to keep children safe and healthy. She is a good role model and her interactions with children are positive. The child minder promotes children's all-round development through careful observation, and ensures their needs and preferences are met.

The child minder ensures the property is warm, welcoming and comfortable. She uses appropriate systems to ensure the environment is safe and secure. The child minder ensures children have access to a wide range of good quality resources suitable for their ages and stages of development. There is no outdoor area at this property and Welsh resources are minimal.

The child minder is organised and has a good vision for the setting. She is committed to providing policies and procedures that enable good care for children and ensures all the regulatory requirements are embedded. Partnerships with parents are good.

Children are settled, happy and form positive relationships with the child minder. They settle quickly and easily as they arrive and feel a sense of belonging. They are relaxed in the child minder's care. They smile when they are collected from school by the child minder and are comforted when they awake from sleep. Children feel valued and they are proud of their achievements. They smile when they are praised for telling the child minder what colour cars they can see as they walk to the school and back.

Children have a strong voice and are confident making their own choices and decisions. Children help themselves to resources and communicate their needs successfully. They helped themselves to superhero figures, animals, cars and an airport small world play set. They confidently communicated with the child minder about what sandwiches they wanted at lunch time and voiced that they wanted to eat the cupcakes they had made the previous day.

Interactions between the children are good. They have formed positive friendships and include one another in their play. Children are familiar with their routines and follow the child minder's instructions, such as when the child minder encouraged them to go to the toilet and wash their hands before eating. Children listened attentively to instructions to look 'left, right and listen' as they walked along the pavements and crossed the roads. Children respond positively to prompts to share, eat nicely, and use manners such as 'please' and 'thank you'. Children have engaging conversations with the child minder during lunchtime, telling her about the colour of their dogs and their names.

Children are actively engaged and interested in their play activities and opportunities for a considerable amount of time for their age and stage of development. They help themselves to the role play resources confidently. They excitedly make aeroplane noises and shout "*Welcome to the airport!*" When walking through the park, children race each other and show compassion towards one another by waiting for their friends, before they finish the race. They proudly show cupcakes that they have been decorating for a child's birthday and are excited about celebrating with the child minder later that day. Children develop good language skills through play.

Children are developing a good level of independence. For example, they access the toilet, wash their hands and access individual towels independently. At lunchtime, children show they are capable of eating their own food and access their own labelled drinks throughout the day. Many children put on their own coats, fasten their zips and shoes on without support, whilst others had support from the child minder.

The child minder follows good procedures to keep children safe and healthy. She and her volunteer assistant have current paediatric first aid training, food hygiene and child protection training in place. The child minder follows effective hygiene procedures, ensuring that all surfaces are sanitised before mealtimes, and she washes her hands before preparing food for children. She ensures that all children have washed their hands before eating and provides a range of healthy choices for them. There are effective policies and procedures for nappy changing and the child minder shows good awareness of these. She has good knowledge and understanding of safeguarding and child protection procedures; She answered potential scenarios effectively and fully understands her responsibility to protect and meet the welfare needs of children. Accidents, incidents, medication and pre-existing injuries are recorded and signed by both child minder and parents. The child minder has a good awareness of children's dietary needs, intolerances and preferences and acts upon these accordingly. She ensures children have regular access to the outdoors by visiting the local park.

The child minder's interactions with children are positive and caring. She celebrates children's achievements. The child minder is a good role model and encourages positive communication and sharing between children. For example, she encouraged children to share the toys and said, "*Sharing is caring*" and the children repeated this independently afterwards during discussions with other children. The child minder provides gentle and sensitive interactions with children during mealtimes saying, "*sit down sweet pea*" and rewards them with their pudding. She praises the children for listening well during a walk, putting their coats and shoes on, and for recognising colours through play. The child minder reinforces safety rules for children during walks along the pavements and whilst crossing roads and manages the children exceptionally well.

The child minder promotes children's play, learning and development effectively. She observes and assesses children's development and acts on their individual next steps according to their stages of development. She promotes 'free play' and in the moment play where she takes into account children's ideas for crafts, baking opportunities and preferences for seasonal themes and toys. Some activities include baking and decorating cakes, celebration games and seasonal craft activities. Children have some opportunities to hear Welsh through counting. However, opportunities to hear incidental Welsh is limited.

Environment**Adequate**

The child minder uses appropriate systems to ensure the environment is clean, safe and secure. She ensures the doors are locked during child minding hours, and there are safety gates separating areas which are not accessible to children. The child minder provides daily and environmental risk assessments which are regularly reviewed, and therefore any risks are eliminated as far as possible. The child minder ensures maintenance checks for the household are regularly conducted and recorded. There is a record of fire safety checks and fire drills, and a record of visitors to the setting. All areas accessible to the children are free from harmful chemicals, cleaning substances and dog bowls. During the inspection, the dogs at the setting were kept separate to the children, and the child minder confirmed that immunisations are updated and recorded.

The child minder ensures the property is warm, comfortable and welcoming for children. The living and dining area is a place that children can relax, eat and socialise. Whilst the main play area is a space that children can enjoy free play. There are various bilingual labelled boxes of resources accessible at their level. There is a toileting area located upstairs, with liquid soap and separate towels that are washed after each use. A nappy changing mat was available and clean. The kitchen area is not accessible to children. When the child minder is preparing meals, children are suitably supervised as the kitchen is next to the children's play and learning area. The inside area is spacious, and suitable tables and chairs are available for tabletop activities and dining opportunities for the ages of children present. The outdoor space at the rear of the property is currently not used for child minding purposes, and the child minder ensures that the children have play opportunities in the nearby park when the weather allows them to visit.

The child minder organises the resources well. There are a range of good quality resources for children. For example, there are small world toys, puzzles, kitchen role play resources, books, crafts and construction toys. The child minder ensures there are resources that promote knowledge and understanding of different cultures and diversity. However, Welsh resources are limited.

Leadership and Management

Good

The child minder is organised and has a good understanding of her responsibilities to provide effective and good care for children. She has a range of policies and procedures, which include the most recent guidance. However, the safeguarding policy needs to include the Wales Safeguarding Procedures and the procedures and actions required if an allegation was made against her. The statement of purpose meets regulation and national minimum standards. The child minder has provided evidence that all household members, the volunteer assistant and herself have current Disclosure and Barring Service (DBS) checks. Public liability insurance is valid and car insurance for the assistant is current. Records show details of those looking after children at all times and children's attendance is successfully recorded.

The child minder has written an informative quality of care review for the setting. She seeks feedback from parents and children to develop and make professional developmental training goals for the future running of the setting.

The child minder is an experienced childcare practitioner who ensures mandatory training is embedded by herself and her assistant. Suitability checks for a volunteer assistant are complete. The child minder sometimes accesses additional training to improve and develop her own professional development goals. The child minder has completed the self-assessment of service statement (SASS) and has informed Care Inspectorate Wales of changes to the setting.

Partnerships are good. The child minder ensures children have varied opportunities and has arranged trips for herself and others within the community. For example, she has taken children to the castle, museum, parks, a scientific discovery centre and other local views and attractions. Parents are aware of the policies and procedures. She engages with parents via a contact book, verbal interactions and a webform app. Parents feel happy with the child minding setting and feel their children's needs are consistently met.

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
25	Health and Safety risks due to child minder not following the policies for pets.	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	Ensure the Wales Safeguarding Procedures are included in the child protection policy and ensure there are procedures in place if allegations were made against those caring for 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)
Ensure incidental Welsh language is promoted and Welsh language resources are available for children

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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