



Inspection Report

Mona Htut

Pontyclun



Date Inspection Completed

07/05/2021

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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	10 July 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'active offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<u>Well-being</u>	Not required
<u>Care and Development</u>	Not required
<u>Environment</u>	Not required
<u>Leadership and Management</u>	Not required

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

Summary

This is an inspection undertaken during the Covid 19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

Children are happy and settled at the service. They have warm and supportive relationships with the child minder and her husband who is also a registered child minder. They are able to make choices and decisions about their care and play. Children have opportunities to become independent and develop their individual skills through range of quality experiences and play. Children form close bonds with the child minder and other children at the setting, making them feel safe and secure.

The child minder understands how to keep children safe and healthy and manages children's interactions well. She plans some activities and is developing a system to record the progress and achievements of children.

The environment is welcoming and well organised and supports children's play and learning. An appropriate range toys and resources promote children's all round development. The children enjoy regular visits to the local park.

The child minder manages the setting appropriately. She has suitable policies, procedures and records, although some of these would benefit from more frequent reviews and updates. Parents are complimentary of the setting and the child minder has built positive partnerships.

Children have opportunities to make choices and decisions. For example, when choosing which food they would like for snack and where they want to play. They move around easily and select from the toys and activities available to them which they can reach without difficulty. We saw children enjoying their play with a variety of cars and trucks. They are familiar with the toys available to them and have favourite items.

Children are beginning to communicate verbally and also use non-verbal methods such as gestures and signs. They know that their preferences are heard and their needs will be met, helping them to feel comfortable and secure. Children receive frequent praise and compliments from the child minder for their efforts. They receive encouragement to develop interests and one child was keen to discuss cars and trucks receiving pleasure from sharing the activity with the child minder. Children enjoy playing outside and benefit from daily walks to the local park.

Children's emotional needs are well met and they receive comfort and nurturing from a child minder who knows them well. Children enjoy sitting on the child minder's lap and feel a sense of belonging and attachment to her. The child minder used video calls as a means of keeping in touch with children when the service was closed during the pandemic which maintained connections with them.

Children are encouraged to do as much as possible for themselves. They understand the 'house rules' and know what is expected of them. They tidy away toys and games from previous activities before starting with new resources. Children wash their own hands and feed themselves, asking for help as needed. They are learning to be independent in preparation for attending school. Children accept and understand this process, receiving satisfaction from completing tasks successfully.

The child minder has the appropriate information to keep children safe. She implements suitable measures to reduce risks associated with Covid 19, in line with Welsh Government guidance. She has a detailed risk assessment to guide her actions. For example, she cleans the environment thoroughly and supports children to wash their hands regularly. Non-essential visitors do not enter the premises. She has up to date training in safeguarding children and has an understanding of procedures to follow should there be any concerns.

The child minder supports children successfully to manage their behaviour. Children are treated with respect and are praised for their positive behaviour, attempts and achievements. The child minder is a positive role model and children value the calm and settled environment.

Children experience a variety of stimulating activities. There was no system in place to plan for and monitor children's progress. The child minder is in the process of developing a system to plan and monitor children's development across all skill areas.

The child minder interacts with children in a kind and caring manner and she is responsive to their individual needs.

Environment

No Rating Required

The child minder provides a suitable environment for children. The front door is locked to restrict entry to the premises, and a record is maintained of all visitors. The house is clean and well maintained. Routine maintenance checks for the building and appliances are undertaken. Registers record the times that children arrive and leave the setting.

The child minder provides a designated play room with sufficient space for the children to play. Children also have use of a comfortable lounge where they can rest or sleep. She provides appropriate furniture for children to do table top activities and to eat their meals. The child minder ensures toys and equipment are suitable for children's stages of development. She stores these appropriately to allow children to access them independently and ensures that the resources are well-maintained and of good quality.

The child minder takes children to the local park and other open spaces at least once daily as currently children do not use the garden. This allows them to have further opportunities to develop their physical skills and to experience different environments.

Leadership and Management

No Rating Required

The child minder manages her service well and has a good understanding of her role. There is a clear statement of purpose providing parents with accurate information about how the service runs. She has the required policies and procedures in place and these are updated regularly. There are disclosure and barring check certificates for herself and her husband. The childminder attends mandatory training, such as first aid, safeguarding and food hygiene.

Communication with parents is good. The child minder keeps parents informed about changes to the service and also communicates regularly with them, both verbally, with phone calls and through social media apps.

The child minder is developing a system to review her service and to plan for improvements, and this involves considering the views of children and parents. The child minder has adapted her service in line with the changing situation of the pandemic. She has put in place a specific Covid 19 policy and implements measures to protect children and parents. This includes the procedure for dropping off and collecting children and enhanced hygiene procedures.

Recommendations to meet with the National Minimum Standards

R1. To carry out a service review which includes the views of children and parents

R2. To put a system in place to plan activities to meet children's developmental needs and assess their progress

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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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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