



Inspection Report

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Bridgend



Date Inspection Completed

21/04/2021

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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	17 March 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No

Summary:

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

Children feel secure, happy, and comfortable at this setting. They have positive relationships with the child minder and she knows them well. The children are forming friendships with each other.

The child minder has policies and procedures, which promote the children's well-being. Risk assessments are in place, although some require more detail. There is a caring atmosphere and the child minder meets children's individual needs successfully.

Children receive care in a safe, secure environment. There is space and facilities to encourage children to play and learn. Toys and play equipment are age appropriate and in good condition. The setting is welcoming and friendly.

The child minder manages the setting effectively. She works well with parents to give them information about the service and the children's well-being and care.

We, Care Inspectorate Wales, (CIW) have made two recommendations at the end of the report.

Well-being

No Rating Required

Children are confident and play freely. They communicate confidently, and ask for help if needed, for example, when switching on the toilet light. Children speak openly to the child minder, it is clear that they have a positive relationship with one another. For example, they talked enthusiastically to the child minder about their family life.

Children are happy, content and enthusiastic. They are polite, use good manners and they play and interact with each other well. For example, they built a train together for the animals to drive. Interactions between children and the child minder are good. They listen, talk and ask questions whilst playing with each other, for example *“Watch out for the crocodile.... Is he friendly? He has gone now”*. The children and child minder engage in conversations that develops their play. For example when playing with a small toy motorbike they talked about going up a ramp, and when the man fell out, the child minder asked if he was hurt.

Children are interested in their play. They have a range opportunities indoors, and choose when they want to relax and have quiet times. They help themselves to toys from the low-level storage units. Children have the opportunity to access local parks and day trips during the holidays. For example, we saw evidence that they went to the beach and had an ice-cream.

Children are developing their independence skills well, enabling them to do things for themselves. For example, they use the toilet and wash their hands independently. When prompted, they take off their coats and bags when arriving at the setting, and get their belongings together and get themselves ready when parents arrive to collect them.

Care and Development

No Rating Required

The child minder has suitable policies and procedures in place, which ensure the children's personal safety and well-being. The child minder has appropriate procedures in place to safeguard children. She has attended a child protection course, and confidently answered a safeguarding scenario. Since our visit, she has completed on-line training on Prevent Duty. The child minder also has a current food hygiene certificate and is first aid trained.

The child minder has appropriate cleaning and hygiene practices in place. For example, she encourages children to wash their hands after using the toilet. She also asks the children to sanitize their hands on entry using the dispenser in the hallway, and when leaving her home. The downstairs cloakroom has liquid soap and a paper towel dispenser for children to access. The child minder ensures pets are kept away from the children, by use of a safety gate.

The child minder meets the children's health and safety needs appropriately. She stated that if she cared for a child with allergies, she would keep a record of any signs, symptoms and action to take if the child has an allergic reaction. The child minder does not provide food or snacks, as the children bring their own packed lunches. She said she would not care for a child with a severe allergy to certain foods, as she cannot guarantee that contents of packed lunches are safe for all children. The child minder has appropriate parental permissions, including for seeking emergency medical treatment; and keeps suitable records of any accidents/incidents and medication administration.

The child minder follows her behaviour management policy effectively and uses positive behaviour management strategies well. She records any behavioural information about individual children, talks with their parents, and monitors their behaviour if needed. However, although her policy includes encouraging children to report bullying to her, it does not cover how she would deal with an incident of bullying. The child minder is in the process of completing a course on Additional Learning Needs.

The child minder ensures the children have exercise and fresh air, whenever possible, and that she keeps them safe. She regularly takes the children on outings; for example, to local parks and on day trips to beaches and areas of interest when the children attend in the holidays. The child minder told us she completes visual risk assessments when going on outings; and they are based on the children present, their ages, behaviour and the venue.

The child minder is aware of the children's individual development, and talks to them at their level. She interacts well with the children, engaging with them and taking time to listen to them. For example, when playing with a toy motorcycle and animals, she said: "*Who is going to be the fastest? The motorbike, or the horses? But that depends on who is on there, if it was me on the motor bike, the horses would be faster!*" which made the children laugh. She does not plan activities, as the children are older and only attend before and after school.

The child minder promotes the Welsh language suitably. For example, she said “*Can you say thank you in Welsh, do you know your colours?*” When the children answered correctly she gave praise, “*yes that’s right!*” The child minder also encourages diversity, by learning new words from another language. She did not record the children’s first language on the children’s forms but has since confirmed that she has now recorded this on her documentation.

Environment

No Rating Required

The child minder ensures that the indoor environment is generally well maintained and safe. She does not use her garden for minding. She has good risk assessments in place for the home and Covid; although the outings policy was brief. The child minder keeps records of fire drills although these did not include the children attending, the time, or how long it took. She has previously practised regular fire drills, although none had been undertaken this year. Following our visit, the child minder carried out a fire drill and has confirmed that the records are now more detailed. Although the child minder regularly checks her smoke alarms, she had no written records of these checks. She has confirmed these are now in place.

The child minder's premises is bright, welcoming and child friendly. The resources were age appropriate, and suitable for use. The child minder said as the children are older, they are able to access resources independently, or will ask for help if they are unable to reach any high equipment, such as the television/ game remote control. The child minder keeps her premises suitably clean and maintained at an appropriate temperature. She told us that she was dealing with the damp area in the window of the cloakroom.

Leadership and Management

No Rating Required

The child minder runs her service well, and is organised; although some documentation is brief. The child minder has a range of policies and procedures; however, some, for example the lost/not collected child policy, was not specific and referred to a 'reasonable length of time' before she would contact social services. The child minder has an up to date statement of purpose, which reflects her service. The child minder ensures she has the required current household and transport documents in place. For example, she has public liability insurance, the boiler has been serviced and all household members have appropriate checks. She has appropriate vehicle documents in place and car seats to transport children.

The child minder now keeps all the required records. She has children's contracts and information, and records the children's attendance. However, she did not keep the actual times the children arrive or leave, or record when household members were present whilst she was caring for children. Since our visit, she now keeps accurate attendance records, and has started to record household members who are present whilst she is minding.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal communication and use of private 'WhatsApp' group. She regularly seeks parents and children's views on her service through frequent discussions with them as part of the inspection process, we spoke to three parents and they all confirmed they were happy with the care given.

Recommendations to meet with the National Minimum Standards

R1. Ensure all policies and risk assessments are detailed, and dated when reviewed

R2. Add information on how bullying would be dealt with into the behaviour policy

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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Date Published 04/06/2021