Final unpublished report
<table>
<thead>
<tr>
<th>Ratings</th>
<th>What the ratings mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>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</td>
</tr>
<tr>
<td>Good</td>
<td>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.</td>
</tr>
<tr>
<td>Adequate</td>
<td>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.</td>
</tr>
<tr>
<td>Poor</td>
<td>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</td>
</tr>
</tbody>
</table>
Description of the service

Bethan Miller has been registered with the Care Inspectorate Wales (CIW) since 2016 and operates from her home in Church Village, Pontypridd. She provides care for up to 6 children up to the age of 12. Her hours of operation are Monday to Friday 8am to 6pm. The language of care is Welsh.

Summary

<table>
<thead>
<tr>
<th>Theme</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Well-being</td>
<td>Good</td>
</tr>
<tr>
<td>Care and Development</td>
<td>Good</td>
</tr>
<tr>
<td>Environment</td>
<td>Good</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>Good</td>
</tr>
</tbody>
</table>

1. Overall assessment

Children enjoy a wide range of interesting and fun indoor and outdoor activities. They are happy and well settled and have a strong voice. The child minder promotes a healthy lifestyle and places a strong emphasis on outdoor play. She knows the children well and plans stimulating activities and play experiences. All core training is up to date. The environment is safe, clean and comfortable. Children have access to a broad selection of resources. The child minder has good administrative skills and her documents are well organised.

2. Improvements

The child minder has actioned the recommendations noted in the last inspection in relation to documentation, observations, activity planning and hygiene practice.

3. Requirements and recommendations

We found the child minder was non-compliant in respect of the regulation relating to Safeguarding and promotion of Welfare: One household member did not hold a valid DBS (Disclosure and Barring Service) certificate at the time of the inspection. However, the child minder had begun the process to renew the certificate; therefore we did not issue a non compliance notice on this occasion. We therefore made one recommendation, details can be found in section 5 of the report.
1. Well-being

Summary

Children are well settled and evidently enjoy their time at the service. They find activities and play experiences interesting and exciting. They have a strong voice and express themselves confidently. They interact well with each other and play happily together.

Our findings

Children were constantly making decisions on their actions and activities. They decided what they wanted to play and moved confidently around the indoors and outside area choosing what they wanted to play. For example, outside they played with dry pasta and rice before moving on to explore the various ride on toys. When taking part in a painting activity they were given a choice of coloured paint and vegetables. Each child decided what colour paint and vegetable they wanted to print with. Children were confident that the child minder would react positively to their gestures, babblings or words. For example at lunch time one child pushed their plate away indicating they did not wish to eat their pasta. They were provided with an alternative food. When exploring the roleplay box with the child minder children made it clear what outfits they wanted to wear by nodding or shaking their heads. One child said ‘banana’ indicting that they wanted their snack. They were responded to positively and given their snack early.

Children were familiar with routines and environment. They knew where to find resources and helped themselves. Children got out books, roleplay clothes and roleplay food as they wanted. They happily relaxed on the sofa for some quiet time. Children approached the child minder for reassurance and cuddles on numerous occasions during our visit before happily returning to their play. They woke happily from their sleep and cuddled into the child minder until they were ready to go to play. They involved the child minder in their play for example, handing her roleplay food. Children enjoyed a sense of fun for example, pretending to place vegetables in their mouth after painting them and laughing heartily.

Children were kind, played together happily and shared toys and resources with each other. When a child woke from their sleep another child kindly gave them a toy whilst they sat in the child minder’s lap. They played happily together, sharing resources whilst playing dried pasta and rice outside. Whilst taking part in a painting activity one child moved a paint pot so that the child next to them was able to reach easier and share the paint. Children handed resources and toys to each other. For example before going outside one child handed another child their coat. Whilst exploring the role play clothes a child handed another child work goggles as they were wearing a hard hat. At lunch time a child attempted to share their apple with another child.

Children enjoyed following their own interests, taking part in planned messy play as well as singing action songs. They became animated when waiting to take part in a painting activity. They banged the table with their hands, swung their legs and smiled broadly in anticipation. They concentrated for a considerable time, using the paint brushes to paint
carrots, broccoli and sweetcorn before printing them onto the paper. They enjoyed action songs such as ‘Adeiladu tŷ bach’, ‘Mynd ar y ceffyl’ and ‘Deg bys yn dawnsio’n llon’, joining in with the actions. Children explored the musical instruments enthusiastically playing harmonica, drums, bells and various other percussion instruments. They got out toys as they wanted. For example they enjoyed exploring the role play clothes getting out hats, bracelets and rings and trying them on. Children took part in activities that promoted their development. For example, outside children explored dried pasta and rice. They used their fine motor skills to pick up pieces of rice and pasta. They filled and poured pasta and rice from various containers. They practiced their gross motor skills on the ride on vehicles in the outside area and visited soft play and the local park regularly. The children tidied up independently at various times during our visit. They enjoyed singing a variety of songs and had opportunities to sing and dance during our visit. They ate their lunch independently using small cutlery and drank water from free flow beaker.
2. Care and Development  

Good

Summary

The child minder promotes a healthy lifestyle and is effective at keeping children safe. She manages interactions calmly and leads by example. The child minder plans stimulating activities which contribute to the children’s learning and development. She is familiar with the individual needs of the children in her care.

Our findings

The child minder had a good understanding of child protection procedures and had attended a course in July 2019. She clearly outlined her response if she had any concerns. She had taken on board recommendations from her previous inspection and had forms which detailed children’s pre-existing injuries. She was aware of the duty to prevent children from radicalisation and had incorporated this aspect into her safeguarding policy. Records were available to evidence regular fire drills. She had up to date paediatric first aid and food hygiene training. She was registered with the local food safety departments and followed the safer food better business guidance. She kept daily records of refrigerator and freezer temperatures although children brought their own packed lunch. She promoted healthy lifestyles with outdoor play an integral part of the service.

The child minder was a good role model as she was gentle and patient with the children and recognised and intervened when she noticed a child becoming frustrated or needed help. For example, outside a child continually tried to open the door to the plastic play house in the wrong direction and was becoming frustrated. The child minder got down to the child’s level and explained calmly and clearly that the door needed to be pulled in the opposite direction. She used distraction methods effectively which sorted out squabbles or tears immediately. For example, when a child wanted a roleplay bracelet another child was wearing the child minder found an alternative bracelet for the other child. The child minder sat on the floor with the children and constantly chatted at them at a level they understood.

The child minder was caring and affectionate with the children in her care and this was confirmed in parental questionnaires. She knew the children in her care very well. She collected information regarding the children’s likes, and dislikes prior to them starting at the service in her ‘All about me’ forms that included for example their favourite outdoor activity, and favourite food. She tracked children’s individual development and kept photographic evidence of activities undertaken by the children. She took every opportunity to promote children’s development through play for example playing shop alongside the children or singing ‘Bwrw glaw yn sobor iawn’ spontaneously when it began to rain whilst the children were playing outside. She planned weekly activities to include for example messy play, visits to the community and outdoor play. She allowed the children to be as independent as possible but was on hand to help when needed. For example she asked children “Wyt ti eisiau i fi helpu ti?” when a child tried to put on roleplay clothes. She waited for their response before helping. She wiped children’s noses as needed.
3. Environment

Summary

The child minder ensures that the premises are safe, clean and suitable for children. She uses the kitchen and living room to look after children. Children have access to a small enclosed area of the garden with suitable equipment.

Our findings

The child minder actively keeps a record of all visitors. The door to the outside was locked. The premises were clean, comfortable and well maintained. The child minder had risk assessed all areas used by the child. Fire alarms received regular monthly checks. Monthly fire drills were recorded. Safety equipment such as star gates were used appropriately however, the fire blanket was not hung on the kitchen wall. Cleaning equipment was kept in a cupboard in the kitchen that children had no access to. Records of annual boiler service were evidenced. The outside area was enclosed and the gate locked when in use.

There was sufficient space and facilities on the premises and the children could easily access the toys and resources. Booster seats and high chairs were available for the children to access the kitchen table for snacks, lunch and craft activities. The outside area had suitable equipment such as ride on toys, plastic play house, scooters, plastic prams, sand and water trough.

Toys were clean and in good condition. The living room contained a wide range of resources to suit all age ranges and easily accessed by the children. These toys included for example; roleplay kitchen, books, jigsaws, soft toys, roleplay till, musical instruments, dinosaurs and happy land multicultural figures. There were ample materials available for craft activities such as glue, paint, felt pens, crayons and colouring pencils. Equipment such as booster seats, high chairs and double buggy were all in good condition. The outside area had a selection of equipment and resources which were in good condition and suitable for the children to play with.

4. Leadership and Management

Good
Summary
The child minder ensures that the service is well run and correct ratios are adhered to. She ensures the children’s needs are met and that she is up to date with training such as food hygiene, child protection and paediatric first aid. She has taken on board all recommendations made in the previous inspection.

Our findings
The statement of purpose is clear, informative and provides an accurate picture of the service. The child minder implements her policies successfully. For example, children were spoken to positively and praised in line with her behaviour policy. The child minder keeps all required documents in line with the regulations. Parents sign accident logs to confirm they have been informed of any incidents. The child minder verbally shares information with parents about their child’s day in her care. Parental questionnaires confirmed that they were very happy with the communication from the child minder.

The child minder reviews her service annually and produces a report. Parental questionnaires confirmed that parents were very happy with the service provided with all areas marked as excellent. The child minder looked for areas to develop, improve and plan for the year ahead. For example, having more messy play opportunities, musical sessions and visits to the local park had been implemented with extending the outside area in progress. She had purchased new jigsaws and double buggy to transport children to the park and on the school run.

The child minder had up to date core training in child protection, paediatric first aid and food hygiene. She had also completed several other courses such as; equality and diversity, general data protection regulation (GDPR) and cross infection procedures and dental health education. The child minder had a valid public liability insurance certificate. Her DBS (Disclosure and Barring Service) was up to date. However, one member of the household’s DBS had lapsed and was in the process of being updated. Parents had been informed and the household member had no contact with the children due to work commitments. All car documents were correct.

The child minder had a positive working relationship with parents and this was confirmed in the parental questionnaires. One parent wrote; “Gofal arbenig gan Beth. Gofal cartrefol gyda digon o amrywiaeth o weithgareddau yn y iaith Gymraeg.” Confirming that parents were very happy with the care and activities their children received. The child minder takes children regularly to soft play, toddler groups, the local shop and library ensuring they remain part of their community.
5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections
None

5.2 Recommendations for improvement
We recommend that the fire blanket is wall mounted on the kitchen wall.
6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspection. The child minder was given short notice of the inspection to check for availability.

One inspector visited the service on the 8 October 2019 for a total of 3.5 hours. Feedback was given over the phone at a later date. As part of the inspection we;

- inspected a sample of documents and policies;
- observed practice; and
- spoke to the child minder and children

Further information about what we do can be found on our website: www.careinspectorate.wales
### 7. About the service

<table>
<thead>
<tr>
<th>Type of care provided</th>
<th>Child Minder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Person</td>
<td>Bethan Miller</td>
</tr>
<tr>
<td>Registered maximum number of places</td>
<td>6</td>
</tr>
<tr>
<td>Age range of children</td>
<td>0-12 years</td>
</tr>
<tr>
<td>Opening hours</td>
<td>Monday to Friday, 8am - 6pm</td>
</tr>
<tr>
<td>Operating Language of the service</td>
<td>Welsh</td>
</tr>
<tr>
<td>Date of previous Care Inspectorate Wales inspection</td>
<td>9 December 2016</td>
</tr>
<tr>
<td>Dates of this inspection visit(s)</td>
<td>08 October 2019</td>
</tr>
<tr>
<td>Is this a Flying Start service?</td>
<td>No</td>
</tr>
<tr>
<td>Is early years education for three and four year olds provided at the service?</td>
<td>No</td>
</tr>
<tr>
<td>Does this service provide the Welsh Language active offer?</td>
<td>Yes. This is a service that provides an “Active Offer” of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.</td>
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</tbody>
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**Additional Information:** None

**Date Published:** 17/12/2019