



Inspection Report

Sally Williams

Bangor



Date Inspection Completed

10/12/2020

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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	This is the first inspection of this setting since registration.
Is this a Flying Start service?	No.
Does this service provide the Welsh Language active offer?	This is a setting that does not provide an 'Active Offer' of the Welsh language.

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. We requested information from the child minder and discussed these along with making further observations of children participating in activities and a tour of the environment via virtual meetings.

Children are settled and have opportunities to make choices appropriately. They are encouraged and praised for their efforts and this makes them feel happy. Children are developing their independence skills well and learning through play suitably. The child minder understands her role to keep children safe and healthy and manages interactions well. She plans for activities and tracks each child's progress appropriately. The child minder promotes outdoor play to develop children's physical skills and raise their awareness of the natural world. The environment is welcoming and suitable for the needs of the children. Toys and resources offer children learning opportunities about the world around them and help them to practice using their senses. The child minder manages the setting appropriately and has built positive partnerships with parents. She promotes the use of the Welsh language well.

Well-being

Children spoke confidently about their play outdoors and told us how much they liked the birdhouse in the garden. Another child spoke excitedly of having received a sticker from the child minder for using the potty and felt proud of their achievements. Children are able to choose their activity, some read their favourite book and others enjoyed showing us how they stuck on decorations such as, candy stick canes, reindeers and stars to the felt textured Christmas tree. Children told us their favourite activities are eating raisins, going to the beach and playing with balls outside.

Children feel safe because they are listened to, for instance, when washing their hands a child said they wanted more cold water in the bowl and the child minder responded in a timely manner to the child's request. Children are praised for their efforts, for example, a child showed us their drinking cup and told us, in Welsh, the colour of the cup was orange. The child's achievement was celebrated making them feel happy and valued. Children are familiar with the daily routines and showed us how they prepared for their afternoon activity.

Children interact well with one another and help each other to set up the table in readiness for lunchtime. They enjoy this social occasion and chatted about being a 'good helper'. Children are active and curious learners, for instance, one child enjoyed looking at the map of the world and pointed at the different pictures talking about the dolphins swimming in the sea.

Children have been actively learning about the seasons. They have decorated the play room window with snowflakes, finger painted a tree and made owls out of cardboard and feathers. Children are developing their creative and sensory skills well, for example, when making Christmas cards they used the heel of their foot and hands to paint and make a design of Father Christmas.

Children are developing their independence skills successfully, they use a step to reach the hand wash basin and dry their hands with individual paper towels before placing in the bin. They confidently unpack their own lunch boxes and carefully peel the lid off the yoghurt with limited support. A child showed us how they had the appropriate self-help skills by collecting their sleep mat and blankets and organised themselves for naptime well.

Care and Development

The child minder understands her role and responsibilities to keep children safe and healthy. When asked about the process she would take if concerned about a child in her care she responded confidently and in line with her safeguarding policy. Her first aid training is current and suitable for the ages of children cared for and she makes sure children's accident and incidents are recorded appropriately and signed by both child minder and parent.

The child minder promotes healthy practices, for instance, parents commented about how they appreciated the helpful advice received about healthy foods in lunch boxes. She encourages physical activity to keep children fit and healthy. Photographs of children show them participating in a yoga class and experiencing plenty of play opportunities outdoors in the fresh air. The child minder conducts and records fire drills to make sure children know what to do if they have to leave the premises in the event of an emergency. We did not observe nappy changing but the child minder showed us the steps she would take when changing a child's nappy and this was in line with current infection control guidance.

To make sure children are kept safe the child minder takes and records each child's body temperature on arrival. She asks parents to confirm in writing if anyone in their household is presenting symptoms of COVID-19 before admitting them. She encourages children to wash their hands regularly and to cough into their elbow when a tissue is not available to reduce the spreading of germs. This helps to develop children's understanding of effective personal hygiene practices well.

The child minder has a friendly approach and manages interactions suitably. She communicates clearly, praises children for their efforts and celebrates their achievements enthusiastically. She encourages children to practice good manners and to take their time when eating. When preparing children for their nap the child minder plays soothing background music and speaks gently to make children feel comfortable and relaxed.

The child minder plans for activities appropriately. Photographs of children show them practicing to use their fine motor skills as they peel orange segments and pick up blueberries with their fingers. The child minder encourages the use of the Welsh language and actively supports children to practice counting and recognising colours. She plans for activities, consults with parents about each child's development and tracks their individual progress to help her prepare for their next steps in learning appropriately.

Environment

The child minder has a system for managing access to the premises daily and records of attendance of visitors are kept. She has completed a risk assessment appropriately identifying the potential hazards to children and what measures are in place to manage these risks. Because of COVID-19 the child minder explained that her cleaning routines have increased. To enable her to quarantine toys and resources for the recommended time she rotates a selection of different toys for children to play with.

The environment is welcoming and child-centred and there is sufficient space and facilities to meet the needs of children. The layout and design of the environment promotes children's independence enabling them to freely explore their play area to make choices. Children's artwork is attractively displayed and there is a chosen area for them to store their personal items and this helps to create a sense of belonging. The outdoor play area is well organised and provides children with a range of play and learning opportunities to improve their physical and co-ordination skills.

The child minder makes sure children have access to appropriate sized furniture, toys and resources are also suitable for the ages cared for. The learning areas are well thought out and consideration is given to encourage children to develop their play and knowledge effectively. Storage facilities are suitable and accessible to children. The child minder raises children's awareness of the world around them. For example, there is a wide range of dolls, jigsaws small world figurines and a world map representing different cultures.

The child minder extends children's learning through using re-cycled materials to develop their curiosity, by supporting children to make a car from a cardboard box. They showed us how they really enjoy placing and counting the cardboard discs into the mouth of a cookie monster character made out of junk. A wide range of toys and resources is available for children to participate in to practice using their senses, for example, there are treasure bags full of tactile materials, musical shakers made from re-cycled plastic bottles and filled with dried pasta, buttons, sparkles, stones and coloured paper.

Leadership and Management

The child minder maintains and shares an up to date statement of purpose and operational plan with parents, providing a clear picture of what the setting offers. Policies and procedures are in place and these are appropriately implemented. The child minder has a sound understanding of her responsibilities to promote the Welsh language and encourages the use of simple Welsh words to raise children's language awareness.

The child minder's report reviewing the quality of care highlights the activities and improvements made to develop children's creativity, imagination, literacy, numeracy and awareness raising about the natural world. However, comments gathered from the parent and children's questionnaires to enable her to draw on their feedback had not been included.

Safeguarding children is at the heart of the child minder's practice; her enhanced criminal record check and those living on the premises are up to date along with appropriate training. To create better outcomes, the child minder also confirmed she has completed further training in food hygiene and on how to improve children's language and communication skills. Detailed records on individual children are kept, in addition to records of children's daily attendance.

Photographs of children show how the child minder has made sure she engages with their local community and that children are familiarising themselves with their surroundings. For example, children had made a nature board using the objects they had collected from their walks such as shells, leaves, flowers and seaweed and fixed to re-cycled card board.

Positive partnerships with parents have been successfully achieved. We spoke to three parents who told us how much they appreciated all the daily updates from the child minder through messaging, photos and verbally about their child's progress. Parents told us how they have noticed their child advancing well in their play and learning since attending

Areas for improvement and action at the previous inspection

None		
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Areas where immediate action is required

None	
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Areas where improvement is required

None	
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Recommendations to meet with the National Minimum Standards

R1 To draw on the feedback from all those using the service and include in the report when reviewing the quality of care.

Date Published 05/02/2021