Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Mini Miners Hall

Gospel Hall
Davies Street
Ystrad Mynach
CF82 8AD



Date Inspection Completed

25/01/2024

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About Mini Miners Hall

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Mini Miners Group LTD
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	13 September 2023
Is this a Flying Start service?	Yes
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.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are happy and can make choices and decisions independently. They are confident and engaged in their activities. Children form close, warm relationships with staff and the other children.

Staff follow policies and procedures to safeguard children. They manage interactions with children positively and are good role models. They know the children well and offer opportunities that interests them.

The environment is well organised, and the setting is well-equipped inside with a good range of toys and real-life resources for the ages and stages of children cared for. There are measures in place to keep children safe. Risk assessments are in place and are reviewed.

People who run the setting are committed to making improvements and have a strong vision for the future. Many policies and procedures in place have been reviewed and records are kept. They review the quality of care and obtain views of others in the process. Partnerships with parents are positive.

Well-being	**Good**

Children are happy, settled, and comfortable at the setting. They cope well with separation from parents or carers, coming into the setting with smiles on their faces. Children have a strong sense of belonging and are familiar with daily routines. They move independently and confidently around the setting. They know where they can play and help themselves to resources of interest. Children feel valued and have a sense of pride. For example, they smile when they receive praise from staff for tidying up in the play kitchen.

Children have a good voice and can make choices. They know their opinions and interests are acted upon and respected. Children are confident in their communication with each other and with staff. For example, children who wanted to paint a box confidently asked for paints and brushes and were able to complete their chosen activity.

Children interact well with staff who are very familiar to them. They ask staff for support or go to them if they need reassurance. For example, we saw a child who was tired approach staff for cuddles. Interactions between children are mostly positive and they form constructive relationships. They enjoy sociable mealtimes, chatting happily with their friends and staff. They chat naturally and discuss what their favourite food is and about their morning at school.

Children thoroughly enjoy their play and learning opportunities. They have great fun as they play together building boxes and taking turns to climb inside. They shriek and laugh with excitement as they watch each other jump out of the box, surprising their friends. Children are inquisitive and keen to discuss with adults what they are doing. For example, some children wanted to show us a card and happily chatted about it.

Children have opportunities to develop their independence. At mealtimes they have opportunities to serve their own food and pour their own drinks. They access the toilet facilities freely and wash their hands independently. They help to tidy up after play and at mealtimes. They try to do things independently before staff intervene, such as doing up their own coat zips and collecting their belongings. They confidently move around the learning areas, accessing resources to support their interests. For example, they move resources outside to create bridges for creative play.

Care and Development — Good

Staff understand their roles and responsibility to keep children safe. They responded well to the procedures and scenarios discussed during the inspection. Staff understand the

safeguarding policy and their duty to report concerns to the safeguarding officer. They are also aware of their individual duty to report to the local authority safeguarding team should the need arise. Staff keep written records of concerns, accidents and incidents involving children and parents are informed. They ensure that medication is stored safely, and written permission is obtained before any medication is given. However, the form available to staff does not provide a place to record information regarding the last dose administered. They record the administration of medication and ensure parents sign to acknowledge the information. People who run the setting have completed the public health Wales hygiene control audit and have shared findings with staff in order to identify improvements. Staff hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe.

Staff understand the behaviour management policy and consistently use positive reinforcement. They offer praise and encouragement to children for good tidying and accomplishing their goals during play. Staff are good role models. They encourage good manners and remind children to say '*pils*' (please) and '*diolch*' (thank you) during snack and mealtimes. They create positive relationships with children in their care. As children play, staff show a great interest in their activities and discuss tasks in a calm and supportive manner. For example, we saw staff offering support and alternative solutions when two children wanted to paint the same box.

Staff ensure children are at the centre of their own learning. They support the choices of children, allowing them to have opportunities to explore indoors following their own interests. Staff observe children's progress and plan activities that meet their interests. Staff use incidental Welsh with the children. They are committed to developing their own Welsh language and are proactive in doing so, engaging with the children when they themselves learn new words and vocabulary. Staff know children and their individual needs well. They naturally adjust the care and the behaviour strategies they use to suit individuals. Children with additional needs are well supported, and staff work effectively with outside agencies to ensure the best outcomes for children.

Environment — Good

People who run the setting have recently reviewed systems and procedures to ensure the environment is safe and secure. Visitors enter via the main entrance and a record of visitors is kept. Staff are also required to sign in and out of the building. However, there is no system for recording staff breaks and therefore no record of those who care for children at all times is retained. Staff ensure that medication and cleaning materials are stored safely

out of the reach of children. Risk assessments for indoor and outside areas including the security of the building have been reviewed and these inform daily checklists. People who run the setting have installed a new perimeter fence and procedures for taking the children outdoors and transporting children have been reviewed with staff. They ensure the maintenance and servicing of utilities and equipment on the premises.

People who run the setting ensure that the environment offers good facilities for children to be cared for. There are a suitable number of children's toilets and nappy changing facilities to meet the needs of the children that attend. These provide for children's privacy and dignity as well as support their independence. Suitable arrangements are in place to allow for confidential conversations if required. People who run the setting ensure that children receive care in an environment that has been planned and set out to promote their independence. The indoor area is organised appropriately with interesting zones for play that promote children's curiosity, imagination, and development. Inside, children move from one activity to another effectively. Staff ensure children have regular access to the outdoor area for physical exercise. This area provides the space for physical exercise and games. It also has a decked area and a small summer house.

People who run the setting ensure the quality of the resources. Furniture, equipment, and toys are appropriate, of a high standard and are well maintained. A range of resources are kept at the children's level and accessible to them. As a result, children are very familiar with fetching and returning equipment to the appropriate places. However, there is a lack of outdoor resources to enable children to always follow their own interests during outdoor play. Indoors they provide stimulating resources for all ages and stages of development. This promotes children's skills through sensory, imaginative, and creative play. For example, children take risks and develop their skills through role-play in the home corner using 'real objects' such as saucepans, cups, and plates. Children's personal and social development is also encouraged well through access to multicultural toys and books. Staff develop children's Welsh language skills by encouraging the Welsh books on offer and a few staff with Welsh language skills support children to read these books.

Leadership and Management — Good

People who run the setting liaise with Care Inspectorate Wales (CIW) and other organisations in a timely manner. The newly appointed person in charge has a clear vision for the setting and benefits from the support of the company. There are suitable policies and procedures in place, many of which have been recently reviewed and improvements implemented. For example, the admission policy has been reviewed and staff now follow the procedures when accepting a new child to the setting. People who run the setting have taken advice from the findings of a safeguarding audit and are working to ensure that

improvements are embedded. They have addressed the area of improvements in relation to record keeping and records we viewed meet the regulatory requirements. People who run the setting welcomed the recommendations to further improve the records in order to fully meet the national minimum standards.

Self-evaluation is reflective and identifies strengths as well as areas for improvement through consideration of the views of others. People who run the setting are fully committed to development. They are prepared to accept feedback and follow up on matters that come to their attention. Staff we spoke with tell us that they now feel confident to make suggestions for improvements and know their views are listened to.

People who run the setting manage staff effectively and follow recruitment procedures. They ensure that there are enough qualified staff to care for children and that the adult to child ratio is maintained. People who run the setting ensure staff complete mandatory qualifications and that all staff hold a current Disclosure and Barring Service (DBS) certificate. They have recently reviewed the system for supervision and appraisal to ensure meaningful targets are set for individual development. This process has recently been introduced and the people who run the setting tell us that they intend to evaluate the process regularly.

People who run the setting have a complaints policy and procedure in place although no complaints have been received. Partnerships with parents, carers, outside agencies, and other stakeholders are good. Parents we spoke to were happy with the information provided by the setting and told us their children are very happy attending.

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
20	Staff must follow policies and procedures and closely supervise children at all times in order to safeguard children.	Achieved

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
N/A	No non-compliance of this type was identified at this inspection	N/A
30	The Responsible Individual must ensure that accurate records are completed for children and registration forms are always in place prior to children starting. The Responsible Individual must ensure that there is an accurate record of which staff are caring for which children at any given time of operating.	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 7 - Opportunities for play and learning	Develop the outdoor resources to support children's development and interests.
Standard 11 - Medication	Ensure medication records record when the last dose was administered.
Standard 5 - Records	Ensure a record of who looked after children at all times is maintained by including a record of staff breaks.

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)
Embed the new system for staff supervision and appraisals.

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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