



Inspection Report

Lisa Rundle

Cardiff



Date Inspection Completed

04/05/2022

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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	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that 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>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are extremely settled and have lots of fun at the setting. They develop close and supportive relationships with the child minder and receive warm and responsive care. They play freely and express themselves positively. They develop well as they follow their interests and find the play and learning opportunities fun and engaging.

The child minder promotes play and learning effectively, offering a good range of play experience within the home and the wider community. Interactions with children are consistently warm and nurturing and the child minder has a thorough understanding of the individual needs of the children in her care.

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises is welcoming, warm and accessible to all. It provides sufficient space for children to play in comfort. Suitable risk assessments and safety checks are in place. A good variety of toys, resources and experiences promote children's all-round development. The child minder ensures children experience regular outings in the local community.

The child minder's leadership and management is strong. Partnerships with parents are valuable and parents are highly complementary about the child minder's service. Required policies and procedures are in place and she implements these well. She uses valid record keeping systems and reviews and monitors her service regularly.

Children have a strong voice in a setting that is child centred. They have many opportunities to make choices and decisions about how they spend their time. They play freely and move around easily choosing from a worthwhile selection of exciting resources. Children express themselves well and share their likes and dislikes with the child minder. They confidently ask for anything they want because they know they are listened to. For example, a child asked, *“Lisa, can we have nursery rhymes on?”* They confidently choose what they would like for their snack and lunch.

Children are happy, settled and relaxed. They are comfortable in their surroundings and familiar with daily routines. It is clear that the children have formed affectionate relationships with the child minder and have a strong sense of belonging. Children confidently chatted to us with one child telling us *“I like coming to Lisa’s because I get to play with lots of games and go out with other children”*. This shows that they feel relaxed and secure. Children receive frequent praise for their efforts and achievements; making them feel happy and valued.

Children form close friendships and interact well. They enjoy one another’s company sharing plenty of smiles and giggles. We saw children readily share resources as they play with small world figures. One child holds out a toy for the other child and says, *“Here you go”* and passes it over. Children watered plants together as they shared a spray bottle. There were many examples showing the bond they have with one another is very strong.

Children are active and curious learners and fully involved in their activities. They skilfully use equipment and resources. For example, we observed a child concentrating carefully to pick up acorns using tweezers. After some persevering the child shouts, *“I done it”*. They participate in a range of adult led activities such as story time. We saw children settle well to listen to a ‘Hooray for fish’ story, followed by a purposeful matching activity where we heard children shouting with delight *“I’ve got a wiggly one”* and *“I’ve got a red one”*. Children enjoy the outdoors, playing in the garden, walking to the local school and regularly attending activities such as forest schools.

Children are developing their independence skills well, enabling them to do things for themselves. For example, they sit nicely at the dining table to eat, feeding themselves with forks and spoons. We observed them readily pulling their own sleeves up as they prepared to wash their hands. They attempt to put on and take off their own coats. They listen well to the child minder following any instructions given such as helping to put toys away.

The child minder has a good understanding of how to keep children safe and healthy. Procedures are in place to safeguard children and she is confident in her role. There is a suitable safeguarding policy; however, we noted that her safeguarding training has expired. However, the child minder took immediate action and booked on a relevant course. There are systems in place to record accidents, incidents, and safe administration of medication. Parents' consent to any prescribed medication being given, however, the record does not detail the actual date and time that medication is provided or obtain parental signatures following administration. The child minder has current paediatric first aid training, enabling her to deal with minor injuries confidently. Healthy eating is encouraged and she has obtained the 'Gold star healthy snack award'. She has thorough knowledge of children's individual food preferences and has robust systems in place to ensure that any allergies are managed effectively. Hygiene practices and regular cleaning routines are in place. For example, children wash their hands prior to meal times and use sustainable wipes to clean both their faces and hands as needed. Nappy changing procedures are appropriately followed; however, we observed that the privacy of all children when intimate care is being provided is not always respected due to older children being present.

The child minder has a lovely manner with the children. She acts as a good role model, treating children with respect and remaining consistent in her approach. She has a strong behaviour policy promoting positive strategies. She has attended 'connection before correction' training and implements this effectively using gentle tones, lots of praise and positive affirmations. We heard phrases such as "*Good listening*", "*wow that's clever*" and "*well done*" frequently. Children are encouraged to share, take turns and be kind to their friends. For example, we heard "*Let's be kind to one another*", "*Don't forget we share*", "*It's kind to share*" and "*Can we take turns*" often. The child minder remained calm when a child proceeded to get upset using phrases such as "*why don't you have a think about what you want?*" She ensures meal and snack times are sociable, as she chats with the children as they eat, encouraging good manners.

The child minder is aware of the children's individual ability and supports their learning effectively. She plans a range of play experiences that appeal to children's interests. She facilitates children's learning naturally and in the moment by asking questions, which extend their learning. For example, when playing with animal figures, the child minder asks "*what is it, is it a cat?*" "*what does a cat say?*" During child-led activities such as watering plants, the child minder observed that the plants were a little high and lowered them down helping to meet the children's needs. She regularly observes children's play and learning to track progress and development. This helps her to monitor key milestones achieved and identify next steps in learning. Younger children have journals, which are viewed by parents daily. We heard small amounts of Welsh being used during the inspection such as "*Diolch*" and "*Heulog*" when talking about the weather.

Environment**Good**

The child minder provides a welcoming 'home from home' environment for children. She ensures areas used by the children are safe, secure and meets their needs. The entrance is secure; locked doors and gates ensure children are unable to leave the setting unsupervised. All routine maintenance checks for the building are in place. The child minder keeps a register of when children arrive and leave the setting, and ensures only authorised entry, maintaining a log of any visitors. Risk assessments in place show hazards which could affect children's safety and well-being are considered. Regular fire evacuation drills are planned, undertaken, and recorded ensuring all children are aware of how to leave the building safely. The fire evacuation plan has been updated since the last inspection, providing an alternative evacuation route from the playroom.

The home environment is child friendly, providing ample space for children to play and learn. There is a dedicated playroom storing a wide range of resources, which appeal to children's interests. This includes small world toys, construction, vehicles, board games and arts and crafts. They have access to a stimulating outside area, which enhances learning, play and investigation skills. For example, we saw children experimenting with things that float and using pipettes to collect water. Children can flow freely between the indoors and outdoors which promotes their choice and independence. There is an accessible bathroom, which is clean, well maintained, and child friendly. Changing mats are in good repair and potties are available for use where required. A dedicated upstairs bedroom with a suitable cot is used for sleeping children. Children are regularly checked by the child minder while they sleep.

The child minder has a wide range of good quality resources available to suit the age of the children. Monitoring of resources ensure they are of good quality and relevant to children's learning. Children can access most resources freely because they are stored at low level. A good range of resources such as books, puzzles and dolls promote children's awareness of the multicultural and diverse society they live in. Furniture, toys, and equipment is of suitable size and design for the age of the children which supports independence. The child minder ensures toys and equipment are clean and she regularly rotates toys to provide further choice and variety for children. When purchasing new resources, the child minder considers children's interests.

Leadership and Management

Good

The child minder manages her setting competently. She is motivated to improve her skills and the quality of care she provides. She obtains relevant information about children as part of the admission process, which helps ease their transition into her setting. There is a clear statement of purpose, which has been updated since the last inspection to provide parents with an accurate picture of the how the service runs. Following the previous inspection, the child minder has updated a range of her policies to include additional information. Record keeping is generally well organised and maintained to support the smooth running of her service.

The child minder is committed to improving her service. She discussed how she has worked with families during the pandemic to continuously help meet their needs. She regularly monitors the quality of her setting effectively seeking views of children and parents via questionnaires. She uses this feedback to produce a quality-of-care report, carefully considering any comments or suggestions. For example, she has recently purchased new toys and equipment such as potion bottles, syringes and pipettes for water play, foam bricks, hi-vis hats, and a range of fancy dress clothes to help promote different interests and needs.

The child minder has good oversight of her business. There are arrangements with other registered child minders to provide back up support in an emergency. She fulfils her responsibilities in terms of notifying Care Inspectorate Wales of significant events affecting the service, such as changes to persons living at the address. She identifies areas of continued professional development to enhance her skills and regularly undertakes extended training such as 'Understanding and responding to trauma' and 'Supporting children through adversity'. The child minder has an up-to-date disclosure and barring check certificate (DBS) to confirm her suitability as a registered child minder and is part of the annual update service.

The child minder has well-established and extremely strong relationships with families who use her service. Communication with parents is effective. Parents feedback is universally positive and highly complementary. Parents stated that the child minder continuously works hard to adhere to their wishes and requests in relation to individual routines. Comments from parents include *"Lisa is a brilliant child minder who is very experienced, and I find this comforting as a busy working parent in knowing that my child is in safe hands"* and *"Lisa is very approachable and helps with development, she provides more support than would ever be expected which creates that added value."*

Recommendations to meet with the National Minimum Standards

R1. Ensure safeguarding training is kept up to date.

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R2. Record the date and time medication is administered to children on medication forms and obtain parent signatures to acknowledge administration.

R3. Ensure the privacy of all children is respected when intimate care is being provided.

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

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

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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