



Inspection Report

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Cardiff



Date Inspection Completed

04/10/2022

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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?	
Does this service provide the Welsh Language active offer?	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.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Good

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

Summary

Children thrive at this setting as they have a strong voice and excellent opportunities to make choices. They have very strong bonds of affection with the child minder and thoroughly enjoy the home-from-home ethos. Children behave and interact extremely well for their ages and stages of development. They develop well and are confident and curious to explore the environment.

The child minder is passionate about her role and prioritises the safety and well-being of children. She is an excellent role model for children and delivers very warm, responsive care. She encourages curiosity through supporting children to lead their own play and learning. She has a sound awareness of allergies and provides suitable healthy food for all children.

The child minder's home is clean and well-decorated. The large garden provides plenty of space for children to engage in regular active play. There is a good variety of age-appropriate toys and resources both inside and outside.

The child minder has a clear vision for the setting and she is very committed to improving standards in her provision. She has detailed policies and procedures that accurately reflect the way she runs her service. She has established excellent relationships with parents and works in partnership with them to ensure children's development and well-being.

Recommendations are included at the end of the report.

Well-being

Excellent

Children have a strong sense of belonging and express enthusiasm for the child minder and her home. They communicate their needs in an age-appropriate way and move around the home freely. Younger children make decisions about how to use resources while older children discuss their wishes thoughtfully with the child minder. All children respond well when asked about their preferences for snacks or activities. For example, younger children told the child minder that they would prefer to sing and then go outside.

Children of all ages are very settled at the setting. We heard some children asking to stay with the child minder when their parents came to collect them which reflects their enjoyment of the service. They look to the child minder for affection and reassurance in a variety of situations including when waking from a sleep and when upset. They are very familiar with the daily routines and take part in these confidently. Children are keen to show and talk about their play and are proud of their achievements. For example, a child was delighted to show us a stacking and sorting activity, *"This is a red 10"*.

Children behave superbly at the setting. They interact and play kindly together, showing an interest in each other's activities. We heard a group of children excitedly giggling together and discussing a cat on the bench outside. They show great care and sensitivity towards each other, considering their friends' needs. For example, we saw an older child helping a younger friend to wash their hands. They greet each other fondly and show clear bonds of affection.

Children are free to explore the indoor and outdoor environments and spend time on activities that interest them. They are self-motivated to initiate their own play using the resources available, moving them from room to room to use them alongside other toys of their choice. Children value the opportunity for active play in the garden. They co-play happily in the mud kitchen and on the swing, and chat to the child minder's pets.

Children are engaged and take part in activities and play with great enthusiasm. They benefit from a consistent focus upon developing their functional skills. They are confident to do as much for themselves as possible to be independent. Children focus for a considerable length of time. For example, we saw a child considering how they could join two drainpipes together to make a shoot for a toy car.

Care and Development

Excellent

The child minder implements excellent procedures to meet children's care, safety and well-being needs. She provides nutritious snacks and meals, and drinking water is always available. She has allergy care plans and uses specific-coloured plates for children with allergies. Infection control is robust; the child minder regularly cleans surfaces and ensures that she and the children wash their hands frequently. The child minder has an excellent understanding of her safeguarding and Prevent responsibilities. She records accidents and incidents appropriately and has up to date first aid training. She supervises children superbly and gives thoughtful reasons to help them understand why she gives instructions. For example, *"Please don't climb on there because you could fall and hurt your head, couldn't you?"* She uses the school run as an opportunity to develop children's understanding of safety with useful phrases such as *"hedge not edge"*. On trips, all children wear a wristband with the child minder's telephone number on.

The child minder views a key part of her role as facilitating friendships. She and her family model exceptionally polite behaviour with each other and with minded children. She uses mealtimes as an opportunity for children to develop their social skills, work together to make decisions and discuss their day. The child minder encourages turn taking through reminders such as, *"We need to let everyone listen carefully, don't we sweetheart?"* She is consistent in her behaviour management and is very mindful of the age and stage of development of children.

The child minder provides excellent opportunities for children to develop their independence skills. For example, when putting a child into a highchair, she asked *"Would you like to do the straps up for me please?"* She speaks warmly of her minded children and clearly understands their needs. She takes a reflective approach to planning and is constantly looking for better ways to develop and monitor children's skills. She takes her lead from children's interests and plays alongside them to make observations and identify next steps. Through this, she enables them to develop creatively, experiment and be imaginative. She uses Welsh through songs such as 'Deg Bananas'. The child minder has a sound understanding of additional learning needs. She uses a range of techniques to recognise emerging signs and identifies programmes to use with specific children. She asks parents to complete a very detailed 'All About Me' form prior to starting at the setting. She uses diaries to feed back thorough daily information about children's development.

Environment**Adequate**

The child minder's home is clean and inviting. The front door remained locked throughout our visit and there are stairgates to prevent children from accessing the stairs and kitchen area. The child minder keeps registers of children's attendance including times of arrival and departure. She keeps a log of visitors and since the inspection, notes times and asks visitors to sign to confirm their attendance. The child minder reviews and updates risk assessments regularly, noting the review dates to allow for tracking. She carries out daily safety checks to eliminate hazards to children's safety. Inspectors noted two hazards in the garden that the child minder had identified but not acted upon, namely a broken fence panel and an uneven patio surface. Whilst this is a regulatory matter, we have not taken action on this occasion as the child minder addressed the issues quickly. The child minder carries out monthly fire drills and records these very effectively. She also carries out emergency procedure discussions to ensure that children know what to do in an emergency. Public liability and gas safety certificates are in place.

The child minder's home is very welcoming and provides significant indoor and outdoor space for children to play. There is a large lounge/diner with comfortable seating and family sized dining table for meals and craft activities. This leads to a designated playroom with low sofas, play resources and a large playmat. The use of two separate rooms allows children of different ages to have their own spaces if needed. Children have independent access to a clean, well-stocked bathroom; each child has their own hand towel and younger children have use of a step stool and infant toilet seat. The home has a large garden that is set up to meet the needs of children of all ages. Through the provision of a wide range of outdoor resources, the child minder has created good opportunities for experimental and active play.

The child minder provides an excellent variety of clean, appropriate and varied resources, ensuring suitable provision for children of all ages. Children can access them independently as items suitable for younger children are placed at lower levels. The playroom benefits from resources such as puzzles, small world items, books, craft resources, cars, play kitchen, Montessori toys and a television. Although we didn't see any multi-cultural resources, the child minder told us she is keen to offer these. The outdoor area includes a range of good quality resources which offer further opportunities for active play and learning. Children enjoy a range of well-maintained swings, climbing frames, a mud kitchen and football goals.

Leadership and Management

Good

The child minder is extremely motivated and has the skills to manage the setting effectively. The statement of purpose, which the child minder updated during the inspection, provides an accurate picture of how the setting runs. The child minder has developed a range of detailed policies and procedures that she reviews regularly. She needs to devise some additional policies and update and date some current policies. The child minder was keen to discuss improvements she could make to the policies and procedures. She completes and stores written records appropriately. Since the inspection, the child minder has identified methods of improving her daily records further. She ensures that all children's files contain relevant contracts, permissions and information regarding their individual needs. The child minder has a good knowledge of car seat laws and best practise. She has business insurance for her vehicle and has an up-to-date MOT certificate.

The child minder has a reflective approach and is exceptionally keen to improve her practise. She encourages and values regular feedback from inspectors, children and their parents, and acts upon this in a positive manner. She carries out formal annual reviews through questionnaires for parents and children and creates a detailed Quality of Care report with this information. She has clear complaints policies for both adults and children but has not received any complaints. The child minder is keen to work with other child minders to peer review and share good practise.

The child minder has considerable experience, has completed all mandatory training and has taken the opportunity to complete additional courses. She has a clear system for ensuring that she always maintains correct ratios. Disclosure and Barring Service (DBS) checks are in place for all household members over the age of 16.

Partnerships between the child minder and parents are exemplary. The child minder communicates with parents via messages and photographs throughout the day. She also provides a detailed daily report and verbal feedback to parents when they are collecting their child. Parents were exceptionally positive about the child minder and every element of the service she provides. One told us, *"She creates a home from home but is a real professional and the fact that I don't worry at all the days my child is with her is testament to how confident I feel she is in her care."* Children also spoke warmly of the child minder's care; they described her house as *"fun"* and said that she was *"kind"*.

Recommendations to meet with the National Minimum Standards

- R1. Provide a range of multicultural resources.
- R2. Ensure the Medication policy references the provision of painkillers and how and when they are administered.
- R3. Create policies for arrival and collection, admissions and settling in.
- R4. Note the date policies are reviewed and the next review due date

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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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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