



## Inspection Report

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**Cardiff**



**Date Inspection Completed**

31/03/2022

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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	17 March 2017
Is this a Flying Start service?	
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.

## **Summary**

Children are happy and settled and have developed positive relationships with the child minder and each other. Children are animated and enthusiastic in their play and they have fun. They experience a varied range of interesting and appropriate opportunities that support and develop their learning.

The child minder promotes a healthy lifestyle and keeps children safe. She is caring and is committed to her role and responsibilities. The child minder manages interactions consistently and calmly. She promotes children's development well, personalising play and learning to promote children's well-being and development.

Children receive care in a secure and comfortable environment. There is space and facilities to encourage children to play and learn both indoors and outdoors. Toys and play equipment are age appropriate and in good condition. The setting is clean and has a welcoming atmosphere.

The child minder manages her setting effectively, and she follows regulations and national minimum standards as required. She has a range of policies and records in place and is organised. She reviews her service continuously and ensures she meets the conditions of her registration. The child minder has positive partnerships with parents and keeps them suitably informed.

## Well-being

Children have good opportunities to make choices including choosing their play and what they eat. Children ask for resources, such as coloured markers for colouring and decide whether to complete a craft activity or not. Some ask to play with the box of Barbie dolls whilst others choose outdoors to play in the “Doctor’s Surgery” located in the garden playhouse or a toy lawnmower.

Children are content and express enjoyment; they feel very safe, happy and valued. Children happily engage with each other and the child minder. They confidently explore their environment and complete activities and games with enthusiasm and enjoyment, for example in the role play area in the garden. They have a sense of belonging, form positive relationships and are familiar with routines. Children are excited to see each other, especially when children arrive from morning school, and they are excited to get ready to collect the child minder’s own children from school in the afternoon.

Interactions between the children and the child minder are consistently good. They listen to her instructions and answer her questions well. For example, while discussing what a child had done at school that morning and the child told her what she had learnt and that she had been singing songs. Children share resources and help each other to make decisions, for example, when deciding which baby doll to place in the small toy buggies. Their behaviour is good, and they have good manners.

Children are enthusiastic and involved in their play and learning. They enjoy a good range of interesting opportunities. They concentrate for an appropriate amount of time for their age. Children take part in activities resulting in a good feeling of achievement and high self-esteem. They are eager to show or talk about what they have been doing. Children happily show us their colouring, include us in their play and talk about their day at school. For example, they tell us that they love “Tap, Tap What’s in the Box?” activity and sing songs linked to the chosen prompts from the box. Children experience interesting age and developmentally appropriate opportunities that promote their all-round development including their independence skills. Some children visit the toilet and wash their hands independently.

## Care and Development

The child minder promotes health and safety well. She regularly reminds children about keeping safe and includes safety discussions within the play activities. For example, she reminds them to be careful when playing with the toy buggies and wash their hands before snacks and meals. The child minder offers healthy food and drink, which is agreed with the parents. She ensures that she is prepared for emergencies, for example, she takes a first aid kit, and the emergency contact details of each child when on outings and trips. The child minder has a safeguarding policy and has a good awareness of safeguarding procedures.

The child minder manages interactions well. She is consistently responsive to the children's needs and wishes, and calmly listens to them when they communicate. All interactions are positive and demonstrate genuine warmth and kindness towards the children. For instance, she uses gentle, soft tones with the children. The child minder promotes positive behaviour resulting in children playing with and alongside each other well. The child minder praises children for being well behaved and polite.

The child minder provides a varied range of appropriate play and learning opportunities and promotes children's development well. She follows children's interests and promotes learning through play. For example, when a child plays with the role play Doctor's Surgery she asks the child, "*are you calling your next patient?*" to which the child replies, "next patient please, take a seat!". She extends the child's learning further by getting the child to take the temperature of the patient which the child thoroughly enjoys. The child minder consistently asks questions; using simple open and closed questions and discusses the children's day at school and what they want as a snack. She supports learning by adapting activities, for example she uses name cards on coat and flannel hooks both in the hallway and bathroom to support children to recognise and spell their names.

## Environment

The child minder effectively ensures that the environment is safe, secure and well maintained both indoors and outdoors. She completes daily visual safety checks and has home and fire risk assessments in place, which she reviews regularly. She performs and records monthly fire drills so that children know what to do in the event of a fire and she ensures that appropriate maintenance safety checks and insurances are in place, such as gas heating certificate and car insurance. The child minder has made excellent use of the space available, which includes effective storage facilities with easy access at all times to required equipment and resources. She has also successfully transformed a small room of the ground floor utility room as a downstairs toilet for minded children's use.

The child minder ensures that there is good indoor play space for children to move freely. There is plenty of space for messy play and meals and areas for quiet play and rest. There is a good size rear garden for physical play and fresh air, which is regularly used. The child minder provides equipment suitable for the age and stage of development of the children. For example, step up stools, car seats, buggies and small sized table and chairs in the dining area.

The child minder ensures that children can access good quality and a comprehensive variety of age-appropriate furniture, toys, equipment and resources, which include play materials that promote cultural awareness and equal opportunities. For example, books, dressing up clothes, craft materials, interactive toys and role play items such as cooking utensils. The child minder has also put much thought into designing and producing an effective array of homemade activities and resources. The resources are stored throughout the rooms that children have access to such as the dining area, lounge and decking area contributing effectively to children's free choice. The outdoor play area provides physical play opportunities where children have use of items such as a playhouse, mud kitchen, sand and water play as well as sit on, ride on and push along toys.

## Leadership and Management

The child minder demonstrates positive leadership skills. She is very organised in the maintenance and storage of documents and records. She maintains and shares an up-to-date informative statement of purpose that accurately reflects the service provided. The child minder keeps the required records securely and includes specific information about the child's needs, likes and dislikes as well as all other regulatory information. She records accidents, incidents and medicine given to children, sharing information with parents. There is a good set of policies in place that show understanding of current best practice, with policies shared with parents. These include internet safety, mobile phone, use of service communication application, outings and Covid 19.

The child minder has an effective self-evaluation system in place and prepares a quality of care report annually. She seeks feedback from children and parents and takes account of the views of external agencies. The report identifies areas for improvement and future plans for the service, such as further training, continuing to obtain more resources and equipment for the garden which has undergone extensive work to level it out and build a decking area.

The child minder manages her time appropriately and prioritises activities according to needs. For example, all core training has been updated. She has a current Disclosure and Barring Service certificate for herself and other household members. Attendance records show that the child minder is operating within her conditions of registration.

The child minder keeps parents suitably informed of their child's well-being and progress through verbal feedback and regular reports and messages on the service communication App. For example, she regularly shares information to show what children do during the week including outings and children take items of craft work home as well as updates on their general development. The child minder showed us a video that she had shared with a parent showing a child's new skills. The child minder has good links with the community and regularly takes children to the local playgroups, parks, library and other events.



## **Recommendations to meet with the National Minimum Standards**

No recommendations

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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

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