



Inspection Report

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Cardiff



Date Inspection Completed

02/05/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection following registration
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are settled and have good opportunities to make choices. They form close, warm relationships with the child minder, assistants, and other children. They enjoy a range of interesting opportunities indoors and outdoors, which spark their curiosity and engagement. They are developing their independence well and enjoy learning through play.

The child minder and assistants keep children safe and healthy. They are kind, caring and interact very well with children. The child minder and assistants promote children's play, learning and development, meeting their individual needs well.

The premises are secure, and suitably maintained. The environment is welcoming, safe, and clean. The child minder provides good resources and facilities to enable children to take part in a variety of different activities.

The child minder is committed and has embraced her first inspection as part of her planning for improvement. She reviews the quality of her care and obtains views of parents and children in the process. There are suitable policies and procedures in place and most records are kept. However, not all records and procedures are in place for the assistants she employs. Partnerships with parents are very positive.

Children thoroughly enjoy their time at the service and have a good voice. They know their opinions and interests are acted upon and respected. Children are confident in their communication with each other and with adults. For example, children who wanted to play with bean bags or modelling clay confidently asked for them and were able to complete their chosen activities.

Children are happy and have a good sense of belonging. They cope well with separation from parents and are relaxed at the setting. They arrive happily and move freely around the playroom accessing activities that interest them. Children feel valued and have a sense of pride. They respond positively to praise from adults. For example, one child smiled when receiving praise for attempting to walk and was motivated to keep going.

Interactions between children are very good and they play happily together. Whilst playing with the clay children chatted naturally and discussed the wiggly worms they were making. They gladly shared the equipment with each other. Children also interact well with the child minder and assistants who they are familiar with. They approach her for support or assistance. For example, we saw a child approach the child minder for help to find a hat.

Children thoroughly enjoy their play and learning opportunities. They had great fun as they used the ride on toys, using their imagination to “*go on holiday.*” Children are inquisitive and keen to show adults what they are learning. For example, some children wanted to show the spider they had found and happily chatted about its legs. Children choose if they wish to join in group sessions such as a ball game. They engage with each other and respond well to adult guidance during the activity.

Children have excellent opportunities to develop independence. They choose their own food at mealtimes and many feed themselves. Children are supported to complete day to day activities on their own. Older children access the toilet facilities freely and wash their hands independently. They naturally try to do things independently before asking for help, such as putting their shoes on to go outside. They confidently move around the learning areas, accessing resources to support their interests.

Care and Development

Good

The child minder and assistants keep children safe and healthy. They hold paediatric first aid training and ensure the first aid box is accessible and well stocked to enable them to deal with minor accidents. The child minder and assistants promote healthy eating by preparing healthy meals and snacks. They carry out daily environmental checks and regular cleaning. They encourage children to wash their hands and sanitise tables before children eat. The childminder holds relevant food hygiene training, and her assistants completed the training during the course of the inspection. Nappy changing, potty and toileting procedures are in line with current infection control guidance. The child minder has a child protection policy in place, which includes information on the prevent duty and all staff complete regular child protection training. The child minder and assistants have a very good understanding of child protection procedures and their duty to report concerns. They keep records relating to accidents and incidents, which are signed by parents. The child minder has a clear medication policy and procedure. They complete regular fire drills which are timed and evaluated. The child minder and assistants promote children's physical well-being successfully through regular exercise and outdoor play.

The child minder and assistants fully understand the behaviour management policy and consistently use positive reinforcement. They offer praise and encouragement to children for sharing, co-operation and celebrate children's work. The child minder and assistants are excellent role models. They encourage children to say 'please' and 'thank you' during snack times and demonstrate calm discussions and politeness towards children as they play. They create positive relationships with children in their care. Interactions are consistently warm, engaging and demonstrate sensitive and genuine understanding and kindness towards the children.

The child minder and assistants ensure children are at the centre of their own learning. They fully support the choices of children, allowing them to have opportunities to explore indoors and outdoors, following their own interests. The child minder and assistants use effective questioning to support children's play and learning. For example, whilst discussing monkeys, staff extended learning by asking questions about other animals. As a result, children are excited and engaged in their learning. The child minder and assistants use some incidental Welsh language; however, this is underdeveloped. The child minder and assistants observe children's progress and interests and assess children's development to plan their next steps. The child minder plans interesting, varied activities to meet the individual needs and interests of children. She evaluates the planning regularly to improve outcomes for children.

Environment

Good

The child minder ensures the environment is safe, secure, and well maintained. Security is good, for example, the doors are always locked and a record of visitors to the setting is kept. The child minder and assistants ensure that cleaning materials are stored safely out of the reach of children. Thorough and detailed risk assessments for indoor and outdoor areas are regularly reviewed. These inform the daily checklists that the child minder and assistants use to identify risks to children and as far as possible, eliminate these. The child minder has a fire safety policy with procedures and escape routes to follow in the event of a fire or emergency. She ensures the premises is well maintained and that safety checks are conducted and reviewed in a timely manner.

The home environment is warm, comfortable, and welcoming. The child minder provides a dedicated playroom for children which is light, airy, and well organised. She ensures that the environment is welcoming for children and attractive displays create a strong sense of belonging. For example, the children's work and photos of their activities are displayed as well as countries of the world to extend their learning. The developed outdoor area provides areas of learning and play for the children. They have ample opportunities to develop a range of skills outdoors such as physical skills on the climbing frame and staged area for creative development. The child minder provides good facilities for children to use the toilet and handwashing basin independently, these as well as nappy changing facilities provide for children's privacy. She provides dedicated quiet areas for children to sleep, rest and relax.

The child minder and assistants keep resources at a low level to enable children to choose independently and pursue their individual interests. For example, resources are labelled with words and pictures so children can choose independently. As a result, children are very familiar with fetching and returning equipment to the appropriate places and experimenting for themselves. Furniture, equipment, toys and resources are appropriate, of a high standard and are well maintained. Children's personal and social development is also encouraged well through access to multicultural resources such as dressing up clothes, dolls and books.

The child minder is committed to improvement and has embraced her first inspection since registration as an integral part of her self-evaluation and improvement planning. She is prepared to accept feedback and act upon matters which are brought to her attention without delay. During the course of the inspection, the child minder made several improvements. For example, she identified training for her assistants, updated the statement of purpose and children's contracts as well as some policies such as the complaints policy. The child minder keeps a children's register which includes their hours of attendance. However, there is no assistants register. As a result, a record of those who care for children is not always available. This is an area for improvement, and we expect the provider to take action.

The child minder reviews and reflects upon her service and produces a quality of care report. She seeks the views of parents and children to support her in the evaluation of her setting and identifies improvements. The report looks at what works well at the setting, areas for improvement and acts upon suggestions. For example, children's suggestions for healthy lifestyles led to the introduction of morning yoga and making fruit smoothies.

The child minder ensures that there are enough staff to care for children and that the adult to child ratio is always maintained. She employs three assistants and makes sure that all staff hold a current disclosure and barring certificate. However, not all suitability checks for staff are in place. Procedures for the management of staff do not meet all regulations and requirements for child minding assistants. For example, the child minder has not conducted formal regular supervision for her staff. While no immediate action is required, these are areas for improvement, and we expect the child minder to take action. All staff said they are very happy working at the setting, and many have completed training.

The child minder has very strong partnerships with parents. She understands the importance of working in partnership with parents to ensure children receive support to meet their individual needs. For example, prior to children starting at the setting, parents complete a form identifying personal preferences and individual needs. The child minder informs parents of their child's development, their day-to-day care and any issues that arise. She does this via email, daily diaries and at handover. Communication on individual needs is effective. Parents told us that the child minder is extremely committed to meeting the needs of the children by providing tailored interesting activities. They also said their children were very happy at the setting and valued the excellent communication 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
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30	Staff attendance records were not in place. Ensure there is a full record of the staff who are caring for the children at all times.	New
28	Insufficient documentation or information is in place to show all suitability checks have been carried out on childminding assistants. Ensure all suitability checks are completed and there is full information available in relation to these.	New
29	Ensure that regular appraisals and supervisions take place for all staff.	New

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	Provide further opportunities for children to develop their use of incidental Welsh.

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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