



## Inspection Report

**Lucy Hamlin**

**Cardiff**



### **Date Inspection Completed**

17/01/2024

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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	First inspection since registration
Is this a Flying Start service?	No
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.

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

### **Summary**

Children are happy and comfortable in their surroundings and form warm relationships with the child minder. Children develop well as they follow their interests and find the play and learning opportunities fun and engaging. Children have good opportunities to direct their own play and develop their independence skills.

The child minder is very responsive and attentive to the children. She knows the individual needs of children and plans activities they will enjoy. The child minder is appropriately qualified and completes additional training to ensure her professional development reflects current childcare working practises. She has a good understanding of safeguarding children and promoting their well-being.

The child minder maintains the home to a very good standard and keeps the environment secure, clean and safe. She has the appropriate risk assessments in place, however some emerging risks had not been identified. The child minder sets the environment up so that it can promote children's play, learning and independence well. There are dedicated, well-resourced and well-organised play areas that stimulate children's curiosity and makes their learning enjoyable.

The child minder runs an effective service however some policies and procedures need updating and require further information. She has developed good relationships with parents by ensuring effective communication. Feedback from parents is positive as they have high levels of satisfaction with the care she provides to their children.

Children have a strong voice at the service and their communication is valued and respected. They direct their own play, in line with their ideas or interests. For example, one child wished to cut out clothes for a 2D dolly, and the child minder ensured she had all the resources she needed. Children are confident telling the child minder what they like and what they want to do

Children are very happy, settled and relaxed. Children are familiar and comfortable in their surroundings and routines. They are confident and reassured as they understand that the child minder treats them kindly and respectfully. The child minder introduced us to children at the inspection, explaining to them why we were there. Therefore, children feel reassured and safe. They happily talked to us during our visit, telling us their age and why they were cutting out clothes for the dolly telling us it would *"Make her warm so that she can go out."* Children are kept informed about daily activities and future plans and so are well prepared about forthcoming events, for example, *"You (child minder) are going to pick me up and mummy's going to drop me off"* This ensures their transitions are smooth.

Children concentrate well and become engrossed in their chosen activities. They respond well to the child minder and follow simple instructions. They develop their social skills and are happy to voice their opinions and express their needs. Children spontaneously say 'please', 'thank you', and are eager to help.

Children are very happy in their play and enjoy learning. They concentrate well, for example, one child used the scissors very adeptly for her age. They talked animatedly about the dolls clothes and their favourite colours. We saw lots of photographs of children clearly enjoying a wide variety of activities. For example, celebrating Black History month, visiting the Gruffalo Trail, picking blackberries and dressing up as one of the three little pigs and creating houses out of straw, twigs and blocks.

Children are learning to be independent. The child minder encourages children to do as much for themselves as possible in line with their age and stage of development. Older children wash and dry their hands, store away their belongings, tidy up and problem solve during play. Play opportunities help develop their confidence and this in turn supports them to learn new skills.

## Care and Development

Good

The child minder implements her procedures to keep children safe and promote their development and well-being. She knows the children well including their individual allergies, dietary requirements and medical needs. She has a clear understanding of safeguarding procedures and her responsibilities to keep children safe, reporting to the appropriate service any child protection concerns she may encounter. However, her policy did not identify a procedure should an allegation be made against anyone living in her household. She has systems to record accidents, incidents, pre-existing injuries and the appropriate administration of medication and knows to monitor these regularly. We discussed adding further information to the medication record to record previous dosage. The child minder encourages indoor and outdoor exercise; promoting children's physical well-being, healthy lifestyle choices and healthy eating. She regularly practices fire drills with the children and records them appropriately. The child minder has current paediatric first aid training and has the knowledge to deal with minor injuries.

The child minder is a positive role model for children, speaking kindly and respectfully to them at all times. She has undertaken training to support her understanding in implementing positive behaviour management strategies, children's emotional development, and Team Teach around additional needs. She responds to the children calmly and practises the appropriate behaviour management strategies; for example, using lots of praise and listening to children. The child minder provides appropriate activities for children's individual abilities and encourages children's curiosity ensuring that they do not become bored or frustrated.

The child minder can identify children's individual needs and plans a good range of stimulating play opportunities to support their learning. A strength of the service is her celebratory, proactive approach in helping children learn about the multicultural society they belong to; recently updating resources with dolls, books and paint sticks representing skin tone colours of people around the world. Children really enjoy trips into the surrounding community and nearby attractions and these experiences broaden children's knowledge and understanding of the world they live in. The child minder observes and plans around children's developmental needs in order for them to gain skills and grow. She sets up areas so that children are curious and have choice in how they wish to play. The child minder supports children to make decisions and grow in confidence. She understands how to help children progress in their development, for example, she recognises Cosmic Yoga sessions help children's balance and using scissors helps fine motor skills development.

## Environment

Adequate

The child minder provides a welcoming 'home from home' environment for children, which she ensures is safe, secure and can meet children's needs. The child minder checked our identity upon arriving at the home and asked us to sign a visitor's book. She ensures she maintains her home to a high standard and completes all mandatory safety checks. The child minder is registered with the Food Standards Agency and has a food hygiene rating of five. There is sufficient space allowing children to play in comfort. The child minder has developed the outside area and provides a dedicated outside cabin which is child centred, stimulating and supports excellent play opportunities for children. The living room is on the first floor and is currently only used for relaxing or occasionally watching television. Children spend most time in the dining room/kitchen for table-top activities and social mealtimes, or in the garden and the cabin playroom. The child minder has placed safety gates and cupboard locks appropriately within the environment, to prevent children coming to harm. The toys are easily accessible in labelled storage boxes. The child minder completes daily checks and has done risk assessments for all areas. However, some emerging risks have been overlooked in relation to securing doors to the outside play space and assessing potential risk around the ice bath.

Older children have easy access to a downstairs bathroom and to the outside play area, which promotes their opportunities for independence. The toilet facilities are clean, hygienic, well stocked and cater for all ages of children, including nappy changing. The child minder ensures the furniture and resources are child friendly. She maintains the appropriate insurance for her vehicle and uses suitable car safety seats when transporting children.

The child minder has a very good selection of toys and equipment that are appropriate, fit for purpose and in good condition. There is a wide supply of small toys and learning resources, together with age appropriate books, including many multi-cultural and Welsh resources. These enrich children's play experiences and understanding of their heritage. There is comfortable furniture for relaxation and suitable seating and a table for table-top activities. The child minder encourages recycling with the children through meaningful discussions. The child minder monitors all her resources regularly to ensure they are appropriate and promptly replaces old or worn items.

## Leadership and Management

**Adequate**

The child minder has a clear understanding of her role and responsibilities and undertakes these competently. She has policies and procedures in place to ensure her service operates smoothly. The policy file is comprehensive, well organised and parents receive information about key policies and procedures. However, the child minder needs to ensure they are reviewed regularly so that they include correct information, including the correct CIW address and her married name. The statement of purpose is clear and reflects how the service operates so that parents can make an informed decision as to whether it is suitable for their child. Record keeping, overall, is of a suitable standard and she is registered with the Information Commissioner's Office as she uses technology to record information within her business. The child minder maintains a clear register of cared for children, but on the day of the inspection this had not been completed promptly.

The child minder has a system for monitoring and reviewing her child minding business and consults with parents and children to assess how happy they are with her service. She undertakes an annual quality of care review and submits her Self-Assessment of Service Statement (SASS) as required. Consultation with parents and children is meaningful and leads to the development of the service. Older children share feedback about the service and the child minder observes what younger children enjoy. This is used within the review and development of the service. For example, children clearly enjoy outdoor activities, so the child minder had developed the outside space, and taken children on lots of exciting trips, such as Cosmeston lakes and visiting the beach. Disclosure and Barring Service (DBS) safety checks are in place and the child minder is currently updating her own DBS to her married name.

The child minder is appropriately qualified and has completed all mandatory training, including, paediatric first aid, safeguarding and food hygiene. She also undertakes additional training to keep up to date with current childcare practices and to support her own professional development.

The child minder builds very good relationships with parents and establishes good partnerships to improve children's learning and development. Parents are encouraged to view their child's Learning Journey via the 'Kinderly' app, and they have the opportunity to add their own comments, thoughts and suggestions.



### 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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 22 - Environment	Review risk assessments and ensure doors leading out from the house and cabin, into the garden are fully assessed and complete a risk assessment for the Ice bath/tub on the patio.
Standard 5 - Records	Review documents regularly to ensure they contain correct, up to date information

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)
Complete registers of cared for children promptly.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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