



## Inspection Report

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**Cardiff**



## **Date Inspection Completed**

12/12/2023

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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	This is the 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>Good</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 have fun at the setting and their opinions and interests are highly valued. They receive a wide variety of play opportunities and make choices about how to spend their time. Children form close relationships with the child minder and interact well with her.

The child minder is supportive and responsive to the needs of the children. She has a caring manner and is a good role model. The child minder promotes children's learning and development through providing activities and resources that are interesting and support children in progressing their skills.

The environment is child friendly and provides a safe place for children to play and learn. It is well organised and equipped with a range of resources to enhance children's play and learning.

The child minder is keen to deliver a quality service. She manages her setting mostly in line with the National Minimum Standards and Regulations. There are a range of suitable policies and procedures in place, although some record keeping lacks required detail. The child minder has built beneficial partnerships with other child minders in the local area.

Children have worthwhile opportunities to make choices and decisions. They move freely between the play areas choosing from a wide variety of fun play opportunities. Children's wellbeing is always considered. They are happy to express themselves, as they know their ideas, opinions and communication will be responded to consistently. Planned activities consider children's interests and ideas, which puts their 'voice' at the heart of the setting.

Children are happy at the setting and feel valued. They enjoy being in the company of the child minder and form warm and affectionate relationships with her. Children know the daily routines well, which helps them feel settled and at ease in their surroundings. They receive lots of encouragement and praise from the child minder when learning new skills, giving them the confidence to play and learn.

Children interact well and develop confidence. They were happy to chat with us and excitedly showed us their toys. Children learn to be polite and respectful. We heard a child say "*excuse me please*", to the child minder, when wanting her attention whilst the child minder was speaking with us. Children receive lots of support to manage their own feelings and behaviour. They are always treated with respect by the childminder.

Children delight in their play. They are motivated to follow their own interests and concentrate for periods suitable to their age and stage of development. We saw children enthralled in their messy play with pretend snow, and happily make potions in the outdoor area adding fresh herbs from the garden to their concoctions. Children also benefit from a range of adult led activities. For example, they enjoy listening to stories, and number recognition and mark making activities.

Children develop a wide range of skills as they play. Activities provided promote their all-round learning. They learn self-help skills and have many opportunities to carry out tasks independently. For example, taking off and putting on their own shoes and helping to prepare their own pizza for lunch. Children readily help to tidy up at the end of a play session and know where to put toys and resources away. This develops children's confidence as well as getting them 'school ready'. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions.

**Care and Development****Good**

The child minder has a good understanding of how to keep children safe and has completed up-to-date safeguarding training. She speaks confidently about child protection and understands the procedures to follow should she have any concerns about a child. The child minder follows good hygiene routines to help minimise the spread of germs. For example, she makes sure children wash their hands at appropriate times such as, before lunch and after using the toilet, and encourages children to wipe their own noses. A varied and nutritionally balanced healthy snack/meal menu is in place and drinking water is available throughout the day. The child minder provides valuable opportunities to promote children's physical development enabling children to get outdoors and enjoy the benefits of fresh air and exercise.

The child minder has a lovely, warm manner with the children and delivers nurturing care. She is positive, enthusiastic and kind in her interactions. The child minder has a strong understanding of child development and its impact on children's behaviour. She adopts a reflective approach to managing children's behaviour to help her identify cause and triggers. This enables her to manage children's behaviour successfully whilst ensuring children's self-esteem remains intact. We saw her promote positive strategies which help children to regulate their own behaviour. For example, by using gentle tones, distraction methods and lots of praise and sticker rewards to reinforce positive actions. The child minder always acts as a good role model.

The child minder gets to know the children well and understands their needs and abilities; this enables her to promote children's play and learning effectively. She plans a variety of fun play opportunities which appeal to children. For example, we saw a range of purposeful activities to promote children's mathematical skills, such as sorting Christmas tree decorations by colour, counting as they hung them on the tree and singing number rhymes. The child minder promotes the use of the Welsh language consistently. We heard her use incidental Welsh with children frequently. There are effective systems in place to monitor children's development. The child minder regularly observes children's play and learning to track their progress. This enables her to identify next steps to promote children's development and identify any potential additional learning needs. The child minder provides plenty of opportunities for children to spend time taking part in activities in the local community, such as toddler groups and visiting local attractions.

**Environment****Good**

The child minder's home is safe and well-maintained. The front door is kept locked, and children are well supervised. The child minder completes thorough risk assessments identifying potential hazards to children and measures in place to manage these risks. However, the child minder does not keep a record of visitors to the home. The home is clean and effective infection control measures are used. Appropriate car and public liability insurance are in place. The child minder ensures that maintenance checks for the home and appliances are up to date. She told us she carries out regular fire drill practices with the children and children confidently told us what they need to do in an emergency. However, the child minder does not keep a written record of drills in line with 'Fire Safety: guidance for childminding premises.'

The child minder provides welcoming, child friendly and accessible spaces for children to play and learn safely. There is a lounge with comfortable sofas for children to relax. The child minder sets out a variety of resources in the lounge and rotates these frequently to keep children engaged. There is ample room for children to share snack/mealtimes and enjoy tabletop activities such as messy play at the kitchen table. The dining area of the kitchen provides additional play space, including a small sensory area with a variety of interesting resources to stimulate children's senses. Educational posters in both English and Welsh are displayed around the kitchen at child height, which act as learning aids as well as making the area inviting to children. The garden can be accessed directly from the kitchen providing children with a suitable outdoor space to play.

A beneficial range of indoor and outdoor resources are available to children. Indoors children have access to a mixture of resources such as role play, craft, small world, numeracy resources and books. In the outdoor area, children have access to a trampoline, well equipped mud kitchen, and various ride on toys to promote their physical development. The child minder told us she recently secured a grant and has ordered additional resources such as children's waterproofs, a small greenhouse, raised planters and bug finders to further enhance children's outdoor play experiences.

## **Leadership and Management**

**Adequate**

The child minder is enthusiastic and driven to provide a good quality service. She has an informative statement of purpose that provides useful information about the service she

offers. Required policies are in place, although some have not been updated in line with current legislation and guidance. The special education needs policy has not been updated in line with the Additional Learning Needs (ALN) Act 2018 and the safeguarding policy has not been updated to refer to Wales safeguarding procedures. The child minder shares information regarding accidents, incidents and medication with parents via a digital messaging app. However, sharing information in this informal way does not prompt her to record sufficient detail, such as dosage of medication or time of last dose if given at home. The child minder does not keep records of children's hours of attendance which is important information in the event of any potential safeguarding issues.

The child minder has a good system in place to review her setting. She completes an annual quality of care report. The report reflects on feedback from parents, outlining the setting's strengths and any areas to develop. She is reflective of her practice and shows ongoing commitment to make improvements to her setting. The complaints policy includes details on how older children can raise a complaint but does not include information of procedures to follow should another agency need to carry out an investigation.

The child minder is motivated to extend her knowledge and skills. She has undertaken additional training to further develop her practice and understanding in areas such as speech, language and communication, transitions and settling in, Welsh language, and physical development. This demonstrates a commitment to improving outcomes for children and supports her own professional development. The child minder has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. However, she has not ensured that her husband's DBS is current. This is an area for improvement, and we expect the child minder to take action.

The child minder understands the importance of working in partnership with parents to ensure children in her care receive the correct support to meet their individual needs. She keeps parents well informed about their child's experiences and development by providing regular verbal feedback, photographs, and texts. Parents are very complementary about the setting. The child minder has strong links with other child minders in the area, sharing ideas and providing opportunities for children to play together and make friends.

### 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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20	Ensure all household members hold a current DBS certificate.	New
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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 5 - Records	Ensure a record of children's hours of attendance is kept.
Standard 24 - Safety	Ensure a record of visitors to the home during child minding hours is kept.
Standard 24 - Safety	Ensure a record of fire drills is kept.
Standard 5 - Records	Formalise systems for recording accidents, incidents and pre existing injuries ensuring required detail is recorded and shared with parents.
Standard 11 - Medication	Ensure written records are kept of all medicines administered to children and required detail is recorded and shared with parents.

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)
Ensure policies are regularly reviewed and updated to reflect current legislation and guidance.

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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