



## Inspection Report

**Lucy Bingham**

**Cardiff**



**Date Inspection Completed**

29/06/2023

## About the service

Type of care provided	Child Minder
Registered places	9
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection
Is this a Flying Start service?	No
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.

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

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

## **Summary**

Children are very happy in the child minder's care. They settle well, are developing worthwhile friendships and are confident when interacting with each other. Children are given valuable opportunities to make choices about what activities they want to do. They have strong bonds with the child minder.

The child minder is experienced and appropriately qualified. She has a valuable understanding of the importance of keeping children in her care safe. She positively promotes their health and wellbeing. The child minder manages interactions between the children and their behaviour successfully. The child minder offers various activities both indoors and outdoors to promote the children's development.

The child minder has effective systems in place to ensure the environment is safe for children. They have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

The child minder runs a well organised setting. She meets The Child Minding and Day Care Regulations 2010 and often exceeds the National Minimum Standards. Her systems for evaluating and improving her setting are strong and built upon information from various sources including parents and children. She has very positive partnerships with parents who are extremely happy with the care and support their children receive.

**Well-being****Good**

Children have a voice with the child minder. They have worthwhile opportunities to make positive choices and decisions about which resources they would like to use. They are encouraged to move freely between different areas of the setting and activities offered. They consistently laugh and talk and were heard laughing and screaming with joy when playing games. For example, children were playing a popping game where there was much laughter and enjoyment to be heard. Children are very settled and happy. They have valuable bonds of affection with the child minder. Children thoroughly enjoy her company and express themselves well. Children know their suggestions are valued and responded to by the child minder. For example, children asked to help with preparing their lunch and independently used a step to reach the worktop. The child minder responded and asked the children if they wanted to use the knife to spread the filling. Children invite the child minder to join in with their play and activities and frequently interact with her. For example, at lunch time, they invited her to sit with them at the picnic benches.

Interactions between the children and child minder are worthwhile and beneficial. For example, children happily discuss their likes and dislikes and talk about different experiences on outings with their families. They listen to the child minder and play cooperatively with each other. Children share various resources, take turns, and follow directions. For example, when a child was over enthusiastic on the bouncy castle, the child minder reminded them of the rules, and they responded appropriately. This resulted in the children enjoying their time playing together.

Children co-operate well for their age and are interested and engaged in the numerous opportunities available to them. For example, they share resources when playing games indoors and outdoors. The children have formed worthwhile friendships with each other.

Children have opportunities to develop their skills and independence in line with their age and stage of development. For example, they wash their hands, help prepare their snack and access resources independently.

## Care and Development

Good

The child minder is fully aware of her responsibilities to keep children safe and healthy. She implements thorough cleaning and hygiene procedures. Children are reminded to wash their hands often, with the child minder reminding them why this is important. The child minder maintains the appropriate food hygiene records including allergies and dietary requirements. All relevant food hygiene and first aid training is up to date. Suitable risk assessments are up to date and risks have been considered and minimised. Policies and procedures are purposeful, are reviewed annually and shared with parents who sign to confirm they have read them. However, some policies do not include specific enough details or reflect current guidance and legislation. The child minder has a good knowledge and understanding of safeguarding procedures and has up to date safeguarding training. Appropriate medication and accident forms are completed and include parental signatures. Online registers reflect arrival and departure times of children.

The child minder manages interactions with the children successfully. She is a positive role model, consistently treating the children with kindness and care. The child minder constantly praises children throughout the day. She promotes their confidence and self-esteem. For example, on the way home from collecting children from school, she was constantly talking to, reassuring children, and reminding them of the rules when walking on the pavement and crossing the road. Good manners are encouraged, with the child minder reminding children to say '*please*' and '*thank you*' regularly. Children's behaviour is managed well. Disagreements are dealt with very quietly and quickly and ensure no negative impact on the other children. Children are confident to approach her if they need help or want something.

The child minder supports children's learning in a beneficial way. She has an understanding about children's development and offers numerous activities to develop their learning and understanding further. Children's progress and skills are regularly assessed via monthly observations. However, there is no formal planning in place and next steps in children's learning are not planned for.

**Environment****Good**

The child minder's home is welcoming, safe, clean, and well maintained. The child minder keeps a record of visitors to the setting. She ensures that the setting is secure with the front door locked and a video doorbell in place. The outdoor garden is fully enclosed and secure with a locked gate. Monthly fire drills and thorough daily safety checks are in place, ensuring any potential hazards are minimised. She completes effective risk assessments for the premises and for worthwhile visits to the community such as local shops, Cosmeston Lakes and the local parks.

Care is provided for children on the ground floor of the home and is organised and accessible for all. The main playroom is well resourced, and examples of the children's artwork is on display. This gives the children a sense of pride and belonging. The outdoor area is directly accessed through the kitchen which enables children to access the area independently. During the inspection, children ate their snack on picnic benches in the garden. This promotes socialising amongst them. The Child Minder strongly encourages children to freely access resources. Children easily access the downstairs bathroom, which is clean and well maintained.

The child minder provides a wide range of different resources which promote the children's play and development. These resources include books, toys, and games. The layout and design of the environment promotes children's independence. For instance, there are resources stored on a bookshelf which makes it easy for children to access them independently. Children went and collected a game to play together after returning from school. The child minder ensures the play environment is suitable, providing interesting activities and play equipment. For example, there is a collection of dolls, age-appropriate books, craft resources, and appropriate climbing equipment available.

## Leadership and Management

Good

The child minder is organised and provides a strong and valuable service. She maintains an up-to-date, statement of purpose which effectively reflects her service. The child minder maintains the required records including registers and accident forms. The child minder occasionally uses her car to transport minded children. Documents we viewed during the inspection relating to the car are up to date.

The child minder evaluates her service annually and produces a thorough quality of care review. This review includes feedback from parents and children and supports her in the evaluation of her service. For example, she has plans to further develop the outside area to accommodate a child's request for bigger bikes. This highlights the strengths of the service and considers possible areas for improvements.

The child minder understands the importance of continuing her professional development. She successfully completes all mandatory training and seeks opportunities to further develop professionally. Currently, she is waiting to attend a course on the Curriculum for Wales. All household members over the age of 16 years have current Disclosure and Barring Service (DBS) check, with a system in place for annual checks. The child minder ensures she engages with Care Inspectorate Wales (CIW) when necessary.

The child minder ensures that communication with all parents and carers is effective. Contracts and permissions are in place along with relevant information to ensure she meets children's individual needs. Parents told us that they are kept well informed of their children's day through verbal communication, a communication app and using a private social network group. Parents and carers are very happy with the setting. Parents we spoke to told us "*The children definitely love Lucy and what she does for them,*" and "*Really glad that she is our childminder as the children love going to her.*" The child minder has good links with a range of professionals, and she consistently responds to information and advice given to her to improve children's wellbeing and to identify any needs.

### 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 4 - Meeting individual needs	Ensure that policies are current, reflect current legislation and include key timings. In particular The Additional Learning Needs and Missing Child Policies.
Standard 4 - Meeting individual needs	Ensure formal planning is in place which includes next steps in children's learning.
Standard 12 - Food and drink	Ensure that children are offered milk or water at mealtimes in line with Welsh Government Food & Nutrition for Childcare Settings 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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