



Inspection Report

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Cardiff



Date Inspection Completed

19/10/2021

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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	28 November 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'

Summary

This is an inspection undertaken during the Covid 19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children settle well and are happy at this setting. They feel secure, happy, and comfortable. Children form close and affectionate relationships with the child minder. They are able to make choices and decisions about their care and play. Children have opportunities to become independent and develop their individual skills through a range of quality experiences and play.

The child minder is supportive and responsive to the needs of the children. She has a warm, caring manner and is an excellent role model. The child minder promotes children's learning and development well. She provides activities that are interesting and support children in progressing their skills.

The environment is welcoming, well organised and supports children's play and learning. An assortment of indoor and outdoor toys and resources promote children's all round development. The child minder ensures children experience regular outings in the local community.

The child minder manages the setting in a highly effective way. She is very motivated and has a clear vision to develop the setting further. The child minder works very well with parents in making decisions about their child's individual care needs. She provides parents with daily feedback and updates. The child minder works in line with her policies and procedures.

Well-being

Children have opportunities to make choices and decisions. They move around easily and choose from the toys and activities available to them. Children communicate confidently and know their wants and needs are considered. It is clear that the children have formed affectionate relationships with the child minder. The children happily approach her for cuddles and reassurance. We saw children snuggle up to the child minder as they sat on her lap and enjoyed a cosy story time.

Children are listened to, which makes them feel safe. They receive frequent praise for their efforts and achievements; this makes them feel happy and valued. We saw children smiling proudly when praised for recognising shape and colour names in Welsh and English. Parents told us that their children settle easily when they arrive, quickly busying themselves with the activities and toys available.

Children clearly enjoy their play and receive good play opportunities. They are enthusiastic and fully involved in their activities. They successfully learn new skills, such as communication, through activities that interest them. Children concentrate for a good length of time. We saw them carefully stacking wooden shapes according to their colour, counting and naming shapes as they played. Children have daily opportunities for exercise and fresh air. They play in the garden, enjoy walks to the local park, and regularly attend playgroups. The child minder showed us a video of children enjoy singing time at playgroup. Children watched too, smiling and pointing as they recognised themselves and their friends in the video.

Children are developing their independence skills well, enabling them to do things for themselves. This helps prepare them for attending school. They hang up their coats and put their shoes away when they arrive at the setting. Children confidently access resources, or will ask the child minder for help if they cannot find something. They listen well to the childminder, and help put away toys before moving onto a different activity.

Care and Development

The child minder has a good understanding of how to keep children safe and healthy. She implements effective policies and procedures and has reviewed her setting in line with guidance related to the Covid 19 pandemic. The child minder understands safeguarding and the procedure to follow should she have concerns about a child. She does not provide food, but encourages parents to provide children with healthy snacks and meals. We saw children enjoy a snack of fruit and cheese dippers. The child minder has a current first aid certificate. She obtains written permissions from parents for a variety of situations, including emergency medical treatment, outings, photographs and application of sun cream. Regular fire drill practices ensure children are aware of how to leave the setting safely. The child minder records all accidents in detail, and shares this information with parents.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She interacts with children in a way that promotes their learning and development. The child minder enthusiastically engages in children's play. We saw her reading stories, singing songs, counting, naming shapes and sharing lots of laughter with the children as they played together. There is a comprehensive behaviour management policy, promoting positive strategies. We heard the child minder praise the children frequently for their efforts and positive behaviour.

The child minder supports children's learning and development effectively. She regularly observes children's play and learning to track their progress. This informs the planning of activities to enable children's next steps in development. However, she does not date records of achievement to clearly evidence children's progression. Activities are exciting and open-ended, which allows children to direct their own play and stimulates their imagination. Many of the children attending are from Welsh speaking families. The child minder supports children's Welsh language development very well and we heard frequent use of Welsh language.

Environment

The environment is a safe and secure place for children. Visitors are recorded and the child minder controls access to the premises. The entrance is secure; locked doors ensure children are unable to leave the premises unsupervised. Regularly reviewed risk assessments for all areas of the setting and any outings undertaken ensure the child minder knows how to keep children safe. The child minder has introduced additional procedures and risk assessments in line with guidance related to the Covid 19 pandemic. These include more frequent cleaning, hand washing and restricting people entering her setting. The child minder ensures that the maintenance checks for the home and appliances are up to date.

The environment is clean, well maintained and child friendly. It provides a light, bright and spacious area for children to play and learn. The playroom stores a wide range of resources, which appeal to children's interests. This includes puzzles, games, play kitchen, dressing up clothes and arts and crafts. Welsh books and games promote the Welsh language. A good range of multicultural resources such as books and dolls promote children's awareness of the multicultural society they live in. Toys are stored in low-level units that children can access independently. There is an inviting outdoor space for children to play. The outdoor area is well resourced with items such as a slide, see saw, trikes, scooters and ride on toys.

The child minder ensures equipment suits the children's age range. For example, younger children are safely strapped into a highchair to eat snacks and meals. Travel cots and individual bedding are available for children who need to nap. The child minder ensures toys and equipment are clean and in good repair. She regularly rotates toys to provide further choice and variety for children. When purchasing new resources the child minder takes into account children's interests.

Leadership and Management

The child minder manages her setting very well. She is motivated to improve her skills and the quality of care she provides. The statement of purpose provides parents with the information they need to decide whether the setting suits their child's needs. The child minder has developed a beneficial range of policies and procedures and has a clear vision for her service. She understands the importance of keeping up to date with best practice and the need to refresh her training and skills regularly. Record keeping is particularly well organised and maintained.

The child minder monitors the quality of her setting effectively. She regularly seeks the views of children and parents. The child minder uses this feedback to evaluate her setting and produce a quality of care report. The report reflects positive feedback from parents and children, and identifies actions to maintain and improve her child minding provision. The childminder has current training in food hygiene and child protection, and has completed additional training in 'person centred care' and 'foundation phase planning'. She ensures her own and all household members' disclosure and barring service checks (DBS) are up to date.

The child minder understands the importance of working in partnership with parents to ensure children receive support to meet their individual needs. She gathers information about children and where possible visits the child in their home environment, before they start at the setting. Meeting children in their own homes where they are relaxed, allows the child minder to get to know them quickly and helps build relationships with the whole family. The child minder keeps parents well informed. She provides daily photographs/videos of children's experiences at the setting via a digital app, and provides verbal feedback to parents on collection. Parents we spoke with said they were exceptionally happy with the care the child minder provides and stated, '*she is wonderful, we'd be lost without her*'.

Recommendations to meet with the National Minimum Standards

R1. Date children's development records to evidence progression during their time at the setting.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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