



## Inspection Report

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**Cardiff**



**Date Inspection Completed**

02/02/2024

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	12 January 2018
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.

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

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

### **Summary**

Children are confident to make their own choices and decisions about what will affect them and feel secure in the knowledge their needs can be met. They have good opportunities to develop their independence skills, follow their interests and enjoy taking part in the activities on offer.

The child minder ensures children are safe and healthy. She is responsive and nurturing and builds trusting relationships with children making them feel valued. She promotes good behaviour and plans stimulating activities to promote children's development.

The environment is homely, secure and well maintained. Risk assessments are in place but are not detailed and do not cover all aspects of the environment. The child minder provides a good range of resources and equipment to promote children's developmental skills. They are easily accessible so that children can independently direct their own play and learning.

The child minder is organised and manages her setting so that it operates smoothly. She maintains the required records and has policies and procedures in place. The child minder works with her husband who is also a registered child minder, supporting one another in their role. She reviews her service annually and considers improvements to ensure she promotes positive outcomes for children.

## Well-being

Good

Children have good opportunities to make choices and decisions about what affects them and how and where they play. Children move freely between different activities and feel safe, happy and comfortable in the child minder's care. Children have opportunities to feedback to the child minder through questionnaires and older children can also write any ideas or concerns down and post it into a children's suggestion box in the playroom.

Children are content and settled and show enjoyment in their chosen activities. Young children settle immediately on transitioning from parent to child minder and older children are confident to approach and talk to us. They obviously feel safe and secure within the surroundings. They form good relationships with the child minder and are happy to invite her into their play or seek reassurance from her. They receive an immediate response to their requests or non-verbal prompts.

Interactions between the children and the child minder are consistently good. The children co-operate well for their age and are actively interested and engaged in the play opportunities available to them. Children have a sense of belonging and are reassured by the routines of the day. They help tidy up after play and are beginning to form friendships with each other.

Children really enjoy play and learning and concentrate well for their ages. They lead their play and one young child loved playing with the toy cars driving them around the floor map, around the chair and then along the windowsill. We saw lovely photographs of children enjoying visits to Barry and the Royal National Lifeboat Association, on nature hunts and beach visits. Children are clearly engaged and engrossed in the activities the child minder organises.

Children have opportunities to develop their skills and independence in line with their age and stage of development. This enables them to do some things for themselves successfully, for example feeding themselves at mealtimes and retrieving resources independently. Children learn skills that will ease their transition into a school environment, such as independent use of the toilet. They learn good hygiene habits washing their hands before meals and after using the toilet.

## Care and Development

Good

The child minder is aware of her responsibilities to keep children safe and healthy. She has a very good understanding of her role to safeguard children and report any child protection concerns to the appropriate agency. Parents we spoke with are extremely impressed by her knowledge regarding this procedure. She implements appropriate cleaning and hygiene procedures and encourages children to develop good hygiene habits. The child minder maintains her food hygiene training and safely provides healthy food options for the children. The child minder has clear procedures for the administration of medication and completion of accident and incident forms. She ensures she records the accurate arrival and departure times of children and visitors. As she minds with her husband, she discussed adding both her own and her husband's names to the register, to have complete clarity as to who is minding which children, particularly during school runs. She provides lots of opportunities for children to access community resources and outdoor play which benefits their social and physical development.

The child minder manages children's behaviour skilfully and develops nurturing relationships with them. She is a positive role model and encourages the children to say "Please" and "Thank you" treating children with kindness and respect. The child minder uses lots of praise for children's efforts which helps build their confidence and self-esteem. The child minder has undertaken training in supporting early language development, understanding that good communication can lower children's frustrations as they are able to express their needs more effectively. She encourages children to wait their turn and to be kind to their friends. Children are confident to approach the child minder for reassurance or help.

The child minder is knowledgeable about children's development. She supports their learning effectively by planning appropriate activities for them. The child minder assesses children's progress frequently and monitors their learning and development through using appropriate records. The child minder encourages children to follow their interests which fosters children's engagement, participation and focus as they concentrate on play activities that are of true interest to them. The child minder extends children's learning by engaging with them appropriately during their play activities. The child minder has experience of working with additional needs children and meeting their individual needs. Very little Welsh was heard during the inspection, and whilst the service does not provide the active offer, support to develop simple Welsh words will benefit children transitioning into school.

## Environment

Good

The child minder keeps her home safe and secure for the children. She locks all entrances and exits whilst the children are present and asks visitors to sign in and out. The premises are warm, welcoming and child friendly. The child minder identifies most risks to children and eliminates them as far as possible although safety gates are not in place at the bottom of the stairs and there is no risk assessment of this situation. The outside play space is currently not used as the child minder recognises aspects in this area that could pose a risk to children. She therefore ensures lots of physical exercise and play opportunities are made available to children by visiting local parks and facilities most mornings. She maintains the environment well with all mandatory safety checks completed and full public liability insurance for her business. The main play area is light and spacious with well organised, easily accessible toys, equipment and resources.

Most play resources are stored in low-level storage, and furniture and equipment is child orientated to support children's development and independent learning. Children ask the child minder for help if they cannot reach any resources. The child minder supports them to be able to see what is on offer so they can choose for themselves what they want to do. A particular favourite for children is the corner of the playroom housing real computers, telephones and cameras so that the children can pretend play with real, but decommissioned, equipment. Children have access to lots of books, jigsaws, dolls and role play costumes that reflect the multi-cultural society in which they live. There is a large spacious kitchen/diner that is used for supervised table-top activities and sociable mealtimes. The downstairs toilet is easily accessible for older children and supports children's increasing independence in hand washing and toilet training.

The child minder ensures children have access to a wide range of resources that are of good quality and are age appropriate. They are varied to keep children's interests and are sufficient in quantity to give children a choice. She uses children's questionnaires to identify current trends and toys that children would like to play with so that she can add them to her resources. The child minder monitors them so that any broken toys are immediately discarded.

## Leadership and Management

**Good**

The child minder understands her role and responsibilities as a provider. Most policies and procedures contain all the relevant information, but the Statement of Purpose had not been updated and still references covid procedures and was missing some information, which the child minder has assured us will be rectified as soon as possible. The child minder has valid Disclosure and Barring Service (DBS) checks are in place. She undertakes regular fire drills and records appropriate information within her diary.

The child minder has effective systems in place to collate the views of parents, carers and children in her setting. She successfully incorporates the positive feedback into her quality of care review and identifies areas of her service she would like to develop. The child minder completes additional training such as 'Improving children's learning through play' to improve her service and achieve good outcomes for children.

The child minder works alongside her husband who is also a registered child minder. She has appropriate contracts in place for the children in her care and provides a reliable service. The child minder maintains the relevant permissions from parents and regularly reviews children's paperwork.

The child minder is aware of the importance of clear communication, working with parents and keeping them informed. The child minder develops very good relationship with parents who use her service. Parents we spoke with expressed high levels of satisfaction with the care and attention given to their children. She keeps parents informed about all aspects of her child minding service and provides daily feedback on the children's time with her, verbally and through messaging. The child minder is committed to ensuring all children receive good care to meet their individual 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)
	No NMS Recommendations were identified at this inspection

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)
Promote the Welsh language with use of more incidental welsh with children.
Ensure all documentation is reviewed regularly and has correct information.
Improve risk assessment records for the whole of the environment, including stairs, outside and pets, and devise an appropriate pet policy.

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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