



Inspection Report

Victoria Baker

Cardiff



Date Inspection Completed

18/10/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	18 August 2017
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.

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

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

Summary

Children are content and settled. They have formed relationships with staff and each other, which helps them feel safe and valued. Children can make some choices about how they spend their time and they are confident in their environment. Opportunities for children to develop skills are not sufficiently well supported.

Staff are well qualified and enjoy their work. They are kind, caring and interact nicely with children. Staff keep children safe and implement suitable routines, policies and procedures. They keep basic records of children's progress. However, activity provision does not suitably encourage children's development.

Children receive care in a safe, clean and secure environment. There is suitable space and facilities. Toys and play equipment are age appropriate and in suitable condition. The play space is welcoming and friendly. Children have access to a developed outdoor area.

The child minder manages the setting in an effective way. She is motivated to provide a high standard of care. There are suitable policies and procedures in place. Parents speak highly of the setting and the care their children receive.

Well-being

Adequate

Children enjoy the time they spend at the child minder's home. They are confident to speak up and make their needs and wishes known, as all forms of communication are respected. They have some opportunities to follow their play interests and to make decisions and choices about what they like to do. For example, we saw a child bring out a box of construction bricks to play with.

Children are content and settled. They have developed reliable relationships with staff and are confident to approach them for guidance or comfort. Children who are new to the setting benefit from staff who are warm and considerate of them, providing lots of comfort and encouragement. Children form friendships in line with their age and stage of development. They play happily together or alongside each other. We saw children enjoy playing with dolls and prams, and a variety of 'loose parts' resources in a tuff tray, such as shells, pine cones and raw wood blocks.

Children interact positively with each other for their ages and stages of development. They learn to share space and resources. They chat happily together and are reassuring to each other. For example, a child arrived from school with a picture they were very proud of. Another child's face lit up as they showed it proudly, and said "*I love that, it's so beautiful*". Older children are very kind and patient with the younger children. They offer up toys they know the younger would like. They are considerate of them and like to help look after the babies.

Children find some enjoyment in their play. Young children move freely around their play space, interacting with the toys available such as dolls. Older children enjoy some activities, such as singing. However, we saw several disinterested at times because not enough resources were made available to them, and insufficient prior thought had been given to the activities.

Children have some opportunities to develop new skills and practice independence. They can select their own toys and follow their own interests, supported by the child minder and assistant when required. Young children showed confidence in looking through resources in the playroom, picking out toys and moving around contentedly. Resource boxes are labelled and with photos so children can see independently what is available to them.

Care and Development

Adequate

Children benefit from the suitable procedures the child minder and her assistant use to keep children safe and healthy. Staff are able to identify children at risk and they have the confidence to follow safeguarding procedures appropriately. They maintain paediatric first aid training so that they can meet children's needs. The child minder updates Disclosure and Barring Service (DBS) checks as necessary. They provide appropriate meals and snacks for children who benefit from a healthy eating approach which takes account of any individual dietary requirements and follows current guidelines. Effective accident, incident and medication recording systems are in place. Staff provide suitable opportunities for children to be active and get fresh air, with regular access to the garden regardless of the weather.

Children are treated warmly, with dignity and respect. Staff set realistic boundaries and use a fairly consistent approach to managing behaviour. They take account of the children's age and understanding. We saw them be positive and warm when guiding children's behaviour, using praise for positive behaviour and gentle reminders.

The child minder provides a caring environment for children. There is adequate promotion of children's play and leisure. The child minder recognises the importance of outdoor play and children benefit from time outdoors each day. Whilst children are mostly active, they are not always sufficiently positively occupied and stimulated. Staff know children well and understand their preferences. The child minder makes some consideration of the next steps required for children's development, in line with the expected outcomes of the Foundation Phase curriculum, and these are displayed in the playroom. However, no records of children's development are maintained from which to establish these next steps, and they do not robustly inform activity planning moving forward. Activity planning arrangements do not sufficiently support staff in ensuring children remain interested and engaged during their time at the setting.

Environment**Adequate**

Children are cared for in a clean and safe environment. The child minder carries out a daily visual risk assessment and good cleaning routines throughout the play space. The front door was kept locked during the inspection and the garden access is kept secure when in use. Clean, hygienically maintained toilet and hand wash facilities are available on the ground floor, which older children use independently. The child minder maintains relevant insurances and an annual gas safety certificate for her home. She is aware of the need to maintain confidentiality and is registered with the Information Commissioner's Office (ICO). She undertakes and records fire drills.

The facilities and equipment provided meet the children's needs. The home is welcoming, friendly and appropriately maintained. There is a good standard of cleanliness and repair throughout. There is a dedicated playroom, and we saw children also have use of the lounge for quiet activities and television. The playroom is decorated in an inviting, child-friendly way, with pictures and mobiles displayed. The garden is accessed directly from the playroom. The child minder told us that she been focused on developing the outdoor space, with additions including an all-weather cover for the patio, tuff spots, a work bench and large chalk boards.

Children have access to toys and equipment that are appropriate and suitable for their needs. A small number of resources are stored within the play space, and these were mostly adequate for the ages and interests of the children attending. Children can access most of these resources themselves, which supports their independence. We saw children exploring the resources available on many occasions, finding things to play with. However, this is a limited supply to keep children occupied and engaged throughout their time in the setting. The setting has suitable furniture such as child sized tables, chairs and soft furnishings.

Leadership and Management

Good

Children and parents benefit from a well-run and effectively planned setting. The child minder has a Statement of Purpose in place which contains the information required and is kept under review to ensure it is always an accurate reflection of the service provided. The setting's policies are appropriate and thorough. The register of children's attendance contains the necessary information and is completed in a timely manner.

Children and parents benefit from a setting which is committed to high standards and improving outcomes for children. There is a good system in place to ensure that the child minder undertakes formal self-evaluation on an annual basis. The Quality of Care report demonstrates that the child minder consults with parents and children, and she uses that information to set an action plan to improve the setting over the next 12 months.

Robust procedures are in place to ensure the child minder is suitable to care for children. The child minder, her assistant and relevant members of her household have DBS checks in place and the child minder has a system to ensure they are updated. The child minder has also shown a very strong commitment to her continuing professional development by undertaking many additional training courses to further improve her understanding of childcare and related matters. There are contingency plans in place to deal with emergencies and nominated people have been identified who can be called upon in an emergency.

Parents have all the information they need to make an informed choice about using this setting. Children's needs are identified to ensure appropriate care can be provided. Visits to the setting are undertaken by parents prior to their child starting. They complete child record forms to ensure the child minder has the information necessary to meet children's needs. Copies of all policies are available to parents. Parents are kept involved and informed about their child's activities.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	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.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	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 7 - Opportunities for play and learning	Strengthen the process of planning activities for children to promote children's next steps and ensure they remain well-occupied and engaged

Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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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