



Inspection Report

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Date Inspection Completed

19/02/2024

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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	19 July 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.

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

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

Summary

Children can make choices and follow their interests. They are very confident and relaxed and enjoy their time at the setting. They have strong bonds with their friends and the child minder. Children enjoy their play and learning and the range of activities the child minder provides. Children are developing their independence well.

The child minder understands her role in keeping children safe and healthy. She provides safe and nurturing care. The child minder manages interactions well and uses positive strategies to support children's behaviour. The child minder knows the children and their individual needs very well. She provides a good range of activities that children find engaging and promotes their learning and development.

The environment is welcoming, safe, and clean. It provides children with a light and bright area to play, with a relaxed 'home from home' feel. The child minder provides good resources and facilities which enables children to take part in a variety of different activities. She makes good use of the local area to provide further enriching experiences.

The child minder is experienced and well qualified. She has a clear vision for her service, placing children's wellbeing at the centre of all she does. The child minder manages the setting successfully and has built very positive partnerships with parents and the Local Authority.

Well-being**Good**

Children are confident in communicating their wants, needs and thoughts with the child minder as they know their attempts at communication are valued. For example, we saw very young children were confident to make gestures and use the sounds they know to communicate. Children are happy as the child minder expresses interest in what they say, and their requests are responded to in a timely manner. For example, when a child expressed through gestures that they were hungry the child minder was quick to start snack time. Children can make choices about what they play with, and we saw them confidently selecting toys of their choosing.

Children are happy, settled and enjoy attending the setting. They separate easily from their caregivers on arrival and with eager smiles settle straight to play or to cuddle with the child minder. They are relaxed in the child minder's care and form strong bonds with her. We saw children smile and laugh with the child minder as they played, and spontaneously hug her when they wanted cuddles.

Children are developing friendships at the setting. They play happily with and alongside each other and even very young children are learning to share and take turns. They are respectful and affectionate towards the child minder and co-operate well. For example, we saw children agree to share the toy cars when asked. Children have further opportunities to develop friendships as they regularly spend time at local community toddler groups and see familiar children.

Children are motivated and engaged in their play and learning. They enjoy the activities and resources available to them. For example, we saw children smile and laugh enthusiastically whilst they pushed the toy pram and concentrate for an appropriate amount of time as they lined cars up on the toy garage.

Children have good opportunities to develop their independence skills. For example, parents told us how helpful the child minder had been with helping their children learn to use the toilet independently and make the transition from nappies.

Care and Development

Good

The child minder has a good understanding of her role and responsibility to keep children safe. She has a clear understanding of safeguarding issues, the signs and symptoms of abuse, and her own duty to report any concerns. She has up to date mandatory training including safeguarding, paediatric first aid and food hygiene. The child minder carries out regular fire drills with the children ensuring that they are familiar with what to do in an emergency. She records these in her diary. However, the records do not contain details of evacuation times, or any issues encountered, making it difficult to evaluate the drills or know if improvements are needed. She has appropriate systems in place to record accidents, and following discussion during the inspection has further strengthened these and her systems for recording incidents, and pre-existing injuries. The child minder has a good knowledge of children's allergies, dietary requirements, and medical needs. She keeps accurate registers of children's attendance. The child minder has the appropriate contracts and child record forms in place for children she minds regularly. However, the temporary contracts and child record forms used when she is minding a child for a short time did not contain sufficient detail. Following discussion, the child minder assured us she would rectify this.

The child minder is very responsive, caring, and warm in her interactions with the children. She is a good role model and uses plenty of praise and encouragement to support children and reinforce positive behaviour. For example, we heard her praise a young child, "*you're a good sharer!*". The child minder has a good understanding of children's development and varying needs and how these can impact on behaviour. She uses this knowledge to consistently implement positive behaviour management strategies appropriate to the needs of the children in her care.

The child minder knows children and their individual needs very well. The child minder keeps photos of children's activities which she shares with families through messaging. She makes some observations of children and uses a 'flower chart', to show children's development. The child minder plans a good range of activities outside the home which support children's learning and development. For example, soft play activities which support physical development and exploration. The child minder naturally extends children's play and learning through conversations as she shares activities with them.

Environment

Good

The setting is safe and secure. The external entrance is locked, the child minder ensures only authorised access and keeps a record of any adult visitors. However, a record of children visiting the premises in other people's care, has not been kept. The garden is securely fenced. Risk assessments for the environment are effective and the child minder completes visual safety checks daily. The child minder has a range of risk assessments in place for her home environment. She also proactively identifies and manages emerging risks very well, however some risk assessments for trips needed reviewing.

The home environment is warm, comfortable, clean, and very well maintained. It provides children with a light and bright area to play. They benefit from a 'home from home' atmosphere, allowing them to relax as well as play and learn. Children have access to the kitchen, with integral play area and sofa. This is used as a room for eating, playing, and as a room for art and craft activities, messy play as well as relaxing. A display board above the toy storage area displays some of the children's craft and artwork adding to their sense of belonging. Children are always supervised in the kitchen. There is direct access to the decked garden area from the kitchen play area, and weather permitting, children can access this freely. There is also another larger lounge, this is mainly used for older children to relax in after school. There is a toilet area on the first floor of the property, the child minder accompanies young children if they need to use the toilet and waits at the bottom of the stairs for older children to ensure no unauthorised access to the rest of the upstairs. The child minder also takes children out daily to a variety of alternative environments including local toddler groups, parks, and soft play opportunities.

The child minder provides a wide range of good quality age-appropriate toys and resources. Resources are well-organised, and many are accessible to the children. Other toys and resources are stored and easily accessible and rotated regularly to suit the ages and interests of the children present. The child minder has suitable equipment to provide care to all ages of children. For example, she has a travel cot, booster seats and high-chairs available.

Leadership and Management

Good

The child minder has a clear vision for her setting, she has created a welcoming 'home from home' environment and is committed to supporting high levels of wellbeing and good

outcomes for the children she cares for. The child minder organises her setting well. The required policies, procedures and risk assessments are in place. The child minder has written a statement of purpose, providing parents with information about what the setting offers, but at the time of inspection, this required updating. This has since been amended. The child minder ensures children's records are completed, organised, and include contracts, children's information, and parental consent forms. She stores these documents securely. The child minder has demonstrated her commitment to good practice by being proactive in ensuring she meets the new standards for safeguarding training contained in the new National Minimum Standards.

The child minder seeks the views of children and parents as part of her self-evaluation and planning for improvement. She completes an annual quality of care review of her setting. The child minder is fully engaged with the inspection process as part of her self-evaluation and ongoing improvement and has been eager to discuss any changes that will further improve her setting.

The child minder is well-qualified and experienced in child development and committed to her own continued professional development. She has regularly undertaken additional training to further increase her skills and knowledge. The child minder's DBS (Disclosure and Barring Service) check is up to date. She has a system to ensure that people living on the premises have current DBS checks.

The child minder has very strong partnerships with parents. Parents gave us feedback that they are very pleased with the standard of care given. They told us their children are extremely happy at the setting and they feel at ease knowing their children are cared for in such a positive and nurturing way. The child minder has strong links with other child minders and often works alongside them at toddler groups. This gives opportunities to share practice ideas and gain support from other professionals. The child minder has been pro-active in working with the Local Authority (LA) and makes use of the advisory services they offer. For example, she arranged to review her policies with the LA Safeguarding advisor to ensure she is meeting the highest standards in current practice.

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 2 - The Contract	Ensure temporary contracts and child record forms contain sufficient details.
Standard 24 - Safety	Ensure fire drill records contain sufficient detail and include time of drill, evacuation times and any issues encountered.
Standard 24 - Safety	Ensure a record is kept of all visitors to the setting in minded hours including any children. Ensure entry and exit times are accurately recorded.
Standard 24 - Safety	Review and update risk assessments for relevant visits in the local area.
Standard 1 - Information	Ensure Statement of Purpose is kept up to date, regularly reviewed and CIW is informed of any changes.

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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