



Inspection Report

Karen Barrett

Cardiff



Date Inspection Completed

27th July 2022

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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	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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 people /children who use, or intend to use their service.

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

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

Summary

Children are happy and feel safe in the child minder's care. They settle well and develop positive relationships with their friends and the child minder. Children are confident to express their ideas and opinions and frequently make decisions about their care and play. Children progress well and are developing their independence.

The child minder is very responsive and attentive to the children. She has a warm and nurturing manner and is very skilled when guiding positive behaviour. The child minder knows the children very well and meets their individual needs and wishes.

The child minder's home is child friendly and well maintained. Children receive care in a safe, clean, and secure environment. There is ample space and plenty of resources to encourage children to play and learn. Toys and play equipment promote children's curiosity and are in good condition.

The child minder manages the setting appropriately. There are a range of policies and procedures in place to support the smooth running of the setting. She has updated all her mandatory training and has undertaken additional courses to support her in developing her knowledge and skills to care for the children. Parents are complimentary of the setting and the child minder has built positive partnerships with other child minders in the local area.

Children have many opportunities to make choices and decisions about how they spend their time at the setting. They move freely around the child minders home and garden, choosing from the toys and activities available and of interest to them. For example, we saw a child choosing to read a book quietly under the canopy area in the garden away from the other children playing. Children express themselves confidently, as they know their ideas and opinions are listened too. For example, older children take part in writing the house rules, they are encouraged to make suggestions and share their ideas to be included.

Children are happy, relaxed and they enjoy attending. They are comfortable in their surroundings, familiar with daily routines and have a strong sense of belonging. Children receive frequent praise for their efforts and achievements, this makes them feel happy and valued. Children have formed affectionate relationships with the child minder. They enjoy her company and happily involve her in their play. For example, we heard them happily chat with the child minder sharing their ideas and leading their play as they carried out a treasure hunt.

Children enjoy their play and receive suitable play opportunities. They are enthusiastic and fully involved. Children concentrate for a good length of time in line with their age and stage of development. Children enjoy one another's company and play happily together and show interest in what each other is doing. For example, we saw the children working together to wash off the chalk board and draw their own treasure map. Older children enjoy their time at the setting as they are able to follow their own interests. For example, children told us how they like to play games on the computer after school.

Children are developing their independence skills, enabling them to do things for themselves. For instance, they use the bathroom facilities, washing and drying their hands independently. All children are encouraged to make choices over what snack they would like, and younger children are encouraged to feed themselves. However, children could have more opportunity to extend their independence skills at mealtimes. For example, by buttering their own crumpet and pouring their own drinks. Children access resources with ease or will confidently ask the child minder for help if they want a specific activity.

Care and Development

Good

The child minder keeps children safe and healthy. She has a range of policies and procedures which promote children's health. For example, we saw the child minder encourage children to drink water and apply their sun cream during the very warm weather. She has a suitable safeguarding policy and ensures her child protection training is kept up-to-date. The child minder has systems in place to record accidents, incidents, and safe administration of medication. The child minder has up-to-date training in paediatric first aid, enabling her to deal with minor accidents confidently. The child minder provides healthy snacks and meals, and children are offered water or milk to drink. She follows procedures regarding allergens and individual food preferences. She prepares food hygienically and encourages good hygiene practices with the children. For example, the child minder makes sure children wash their hands at appropriate times such as before eating. The child minder provides many opportunities for children to get outdoors and enjoy the benefits of fresh air and physical exercise.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She understands the children's needs and has a suitable behaviour policy which she implements and is reflected in her skilled approach with the children. For example, we saw the child minder very gently re-direct a child away from stamping on some bubbles that another child had created. In addition, she shared how the other child might feel thus supporting the child's awareness of how their actions can affect others. We heard the child minder encourage and praise children frequently for their efforts and positive interactions. The child minder supports children to make choices over where and what they want to play with, this helps promote their self-esteem and self-confidence.

The child minder supports children's learning and development. She knows the children very well and understands their needs and abilities and uses this knowledge to extend their play. For example, when children were playing in the mud kitchen, she was able to make suggestions for the children to pick fresh mint from the garden to add to the pie to see how it smells. The child minder plans for trips and outings with the children and will set up different activities each day which follow the children's interests. These activities are open-ended with plenty of opportunities for uninterrupted play, allowing children to direct their own play, and stimulate their imagination. The child minder has systems in place to track and promote children's development and support her to identify their next steps in learning. She is currently transitioning from recording this in a paper format to using a specifically designed electronic programme.

Environment

Good

The child minder makes sure the premises are secure, safe, and clean. For example, doors were locked when we arrived, our identity checked before entering. Accurate records are kept of children's attendance as well as of any visitors to the premises. The child minder completes adequate risk assessments identifying the potential hazards to children and takes measures to manage these risks including any emerging risks that present themselves. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. However, during the inspection we identified that not all details required are being recorded. The child minder ensures that maintenance checks for the home and appliances are up to date. The child minder does ensure that all areas of the home and resources are clean and hygienic to protect children. However, during the inspection we identified that the child minder does not currently follow the Public Health Wales, infection prevention and control guidance, recommended for childcare providers.

The child minder provides a welcoming and friendly environment for children. It is light, bright, and has spacious areas for children to play and learn. Children have use of a small lounge area for quieter activities such as reading and for children to take naps or relax. The kitchen/dining/play area has patio doors directly out to the secure garden giving children easy access to outdoor play. There are a very good variety of age-appropriate toys and resources available both indoors and outdoors. Toys and games are well organised and stored in boxes at low level so children can reach them independently.

The child minder ensures equipment suits the children's age range. The child minder ensures toys and equipment are clean and in good repair. The use of play with recyclable materials is encouraged. For example, one activity used empty plastic bottles and small cut off material to make bubble blowers. Children use large cardboard boxes for creative play. These activities promote an understanding of re-purposing materials. There were toys and play materials which promote cultural awareness, various cultural festivals are celebrated with the children, promoting a positive sense of identity, and contributing to building self-esteem.

Leadership and Management

Adequate

The child minder is very experienced and manages the setting appropriately. She is keen to improve her skills and the quality of the care she provides. All recommendations made in the previous inspection have been implemented. The child minder has a statement of purpose. However, it did not cover all key elements required to provide parents with the relevant information about the setting, so they can make an informed choice. The child minder made these amendments immediately, it now provides parents with the information they need to decide whether the setting suits their child's needs.

There are a suitable range of policies and procedures to support the smooth running of the service. A small number of these policies and procedures require updating to ensure that they reflect current practice and legislation. For example, the complaints policy does not contain information regarding procedures should an outside agency need to investigate a complaint. The lost /missing child policy does not include clear timeframes and that any incidents would require CIW to be notified within 14 days. The operational plan requires updating to reflect up to date practice with regard to the use of rooms within the home.

The child minder reviews the quality of her care annually and produces a report, identifying a few areas for improvement. The review also takes into account the views of parents. However, it does not include the views of the children. The child minder understands the importance of keeping up to date with current practice and the need to refresh her training and skills regularly. She ensures that her mandatory training such as paediatric first aid, child protection and food hygiene are regularly updated. She also attends additional courses such as, infection control to enhance her skills. All household members over the age of sixteen years living at home have up to date disclosure and barring service checks (DBS).

The child minder understands the importance of working in partnership with parents to ensure that the children in her care receive the correct support to meet their individual needs. Parents we spoke with were highly complementary about the setting, and the care their children receive. They especially appreciated how the child minder will plan activities which follow the interests of their child. The child minder also has strong links with other child minders in the area, sharing ideas and attending outings together.

Recommendations to meet with the National Minimum Standards

- R.1. To promote opportunities for children to become more independent at mealtimes.
- R.2. To use the Public Health Wales 'Infection Prevention and Control' document recommended for childcare providers.
- R.3. To review the level of detail recorded when carrying out fire drills.
- R.4. To review and update as necessary policies and procedures to ensure they reflect current practice and changes to legislation.

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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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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