



Inspection Report

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Cardiff



Date Inspection Completed

03/02/2023

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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	15 September 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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

The children are very happy, settle quickly and thrive at the child minder's home. The children have close attachments with the child minder who knows them very well. They have good opportunities to develop their skills and they enjoy their play. Children participate in a suitable range of activities, both inside and outside, that nurture their learning and development.

The child minder implements good policies and procedures to promote children's health and safety, and ensures that safeguarding underpins all aspects of the service. The child minder assesses children's progress appropriately and plans some activities daily.

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

The child minder manages the setting in an effective way. She is extremely motivated and has a clear vision to develop and expand upon the quality of the service. 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.

Well-being

Good

Children have choices and make decisions about how they spend their time. They move freely around the environment, choosing what they would like to play with. Children communicate confidently and know their wants and needs are considered. It is clear that the children have formed strong bonds of affection with the child minder. The children happily approach her for cuddles and reassurance, and they chat animatedly with her, having nice conversations.

Children are happy and settled, and are clearly very attached to the child minder. Children know their opinions are heard and their needs will be met, which helps them to feel comfortable and secure. Their emotional needs are met well and they have good relationships with the child minder. They are comfortable and relaxed within the setting and feel a sense of belonging. Children confidently chatted to us, showing they feel relaxed and secure in the child minder's care.

Children are learning to manage their own behaviour and interact nicely in the setting. Their efforts are praised and complimented. They form friendships and interact well with each other. They enjoy one another's company and play happily together, sharing plenty of smiles and giggles. They listen well to the child minder and when asked, help put away toys before moving onto snack time. Children learn to share and take turns. We saw children negotiating the use of bikes and scooters outside, with the older children helping to accommodate the younger ones who were understandably less patient than them for their turn.

Children are enthusiastic, interested in their play, and enjoy a good range of opportunities. They are successfully learning new skills, such as communication, through activities that interest them. Children concentrate for a good length of time. We saw a child play with playdough for a long time. We also saw them negotiate their own role-play in the garden, assigning roles and what the story of the play should be, and they played at this together for quite some time.

Children have opportunities to develop new skills and become independent. They are given time and space to select their own toys and follow their own interests, supported by the child minder when required. The young child showed confidence in looking through stored resources in the playroom, picking out toys moving happily from one play activity to another. Children also have lots of opportunities to practice the Welsh language as the child minder includes this strongly and consistently in her provision, and children were clearly developing their Welsh language well.

Care and Development

Good

Children benefit from the good procedures that the child minder uses to keep children safe and healthy. She is able to identify children at risk and has the confidence to follow safeguarding procedures appropriately. The child minder maintains paediatric first aid training so that she can meet children's needs. She provides appropriate meals and snacks for children and the children 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.

Children are treated very warmly, with dignity and respect. The child minder sets realistic boundaries, is a good role model and uses a consistent approach to managing behaviour. She takes account of the children's age and understanding. We saw the child minder was very positive and warm when guiding children's behaviour, and her behaviour management policy outlines that she uses praise for positive behaviour and gentle reminders for minor unwanted issues. She interacts in a considered and thoughtful manner with the children, which makes them feel secure. She also speaks with the children in a consistently calm and reassuring manner, which puts them at ease.

The child minder provides a nurturing and caring environment in which children's development is promoted and their needs are met. The child minder consciously ensures that children are able to exercise choice over the activities they engage in. She is very aware of the principles of the Foundation Phase curriculum and is familiarising herself with the new Curriculum for Wales which has recently been introduced. She speaks knowledgeably about the different skills she aims to develop in the children through the various activities she provides. She takes into account children's interest and abilities, which ensures they respond well, are interested and engaged. The child minder keeps a record of children's development, with photographs and meaningful observations of their skills. She engages with various initiatives available to support her provision, including rhyme time programs to support the children's early literacy. She is an enthusiastic practitioner, dedicated to improving her own understanding of a broad range of developments in the early years in order to provide the best opportunities to the children she cares for.

Environment

Good

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. 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). Fire drills are undertaken regularly and recorded appropriately.

The facilities and equipment provided meet the children's needs very well. The home is welcoming and friendly, appropriately maintained, and there is a good standard of cleanliness and repair throughout. The child minder has created a well-equipped play space for the children. It is decorated in an inviting, child-friendly way, with pictures, children's work, and mobiles displayed. The way in which resources are stored means that children can access most of them independently, and this helps to facilitate their free choice. There is a lot of equipment and displays in the play space, which may be overwhelming for the children. The garden is accessed at the front of the house and we saw children make good use of this space.

Children have access to toys and equipment that are appropriate and suitable to their needs. The resources at the setting cover a wide range of play opportunities for all age groups, including books, threading activities, small world toys (such as cars and trains), dolls, construction blocks, craft resources and role play. We saw photographs of the children playing freely with the many resources available to them. The child minder also told us about the outings in their local community that she takes the children on regularly. The child minder was a skilled child care professional before becoming a child minder, working in nurseries, schools and running a toddler group. That toddler group ceased during the covid-19 pandemic but the child minder has shared resources and knowledge with another local group which she attends twice each week with the children. The children told us how much they enjoyed the activities and friendships at toddlers.

Leadership and Management

Good

Children and parents benefit from a well-run and 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, with only minor amendments required. The register of children's attendance contains all the necessary information and is completed in a timely manner.

Children and parents benefit from a setting which is committed to very high standards and improving outcomes for children. There is a good system in place to ensure that formal self-evaluation of the setting is undertaken on at least an annual basis. The Quality of Care report demonstrates that the child minder consults with parents and children and 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 and her family have DBS checks in place and the child minder has a system to ensure they are renewed as needed. The child minder has also shown a commitment to her continuing professional development by undertaking additional training courses and programs to further improve her understanding of child care and related matters. There are contingency plans in place to deal with emergencies and nominated people in place 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 a good quality of care can be provided. Visits to the setting are undertaken and child record forms completed to ensure the child minder has the information necessary to be able to provide good quality care to the children, their needs are met and they are happy at the setting. Copies of all policies are available to parents. Parents are kept involved and informed about their child's activities.

Recommendations to meet with the National Minimum Standards

- R1. Ensure natural materials and resources are included in the indoor provision as well as the outdoor provision.
- R2. Ensure resources are audited and the play environment is not overwhelming.
- R3. Strengthen the complaints, lost child and uncollected child policies.

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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