



## Inspection Report

**Nena Lovesey-Morgans**

**Cardiff**



**Date Inspection Completed**

*4/5/2022*

**Welsh Government © Crown copyright 2022.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	04/01/2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language.

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

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

## **Summary**

Children thrive at this setting as they have a strong voice and excellent opportunities to make choices. They have very good bonds with other children and the child minder. They are relaxed in her company and enjoy the time they spend in her care. They develop well because they take part in a wide range of interesting and stimulating activities.

The child minder understands her role to keep children safe and healthy, as well as managing positive interactions. She provides a range of different activities and resources that promote children's development and learning. She is a knowledgeable and effective practitioner. The environment is welcoming, safe and clean. The child minder provides good resources and facilities to enable children to take part in a variety of different activities. She is experienced, reflective and drives improvement through the clear vision she has for her setting. She manages the setting successfully and has built very positive partnerships with parents.

Children thoroughly enjoy their time here. They are settled, have a strong sense of belonging and express their enjoyment and enthusiasm for the setting. Children have exciting opportunities to make choices and decisions about what affects them. Therefore, children have a very strong voice. For example, children decide on the craft activities they will complete in the upcoming agreed topic. They work together agreeing on the resources needed and complete an order electronically. They confidently communicate their wishes with the childminder giving reasons for their choices. Their opinions are highly valued.

Interactions between children are excellent and they play happily together. They have formed positive attachments with the child minder and each other. In a competitive game of 'Uno', children of a range of ages organise the game, follow the rules and have great fun. At the end of the game, children congratulate and commiserate each other before enthusiastically organising the next game. Children are clearly relaxed, comfortable, and content at the setting. For example, children work together and share resources during a craft activity. All children concentrate well, sustaining interest in the activity they have chosen for an extended period of time.

Children are familiar with routines and show a high level of independence. For example, children organise their own belongings when arriving and departing the setting. Later in the day, some children moved freely between the activity area and the quieter room with comfortable seats. They access resources independently and can follow their own interests. Children have excellent opportunities to develop their independence skills. For example, they persevere with circus activities in order to master the art of the 'diablo', a circus toy on a string. During this activity they respond maturely and politely to the meaningful responses they receive from the childminder. They chatted happily with us expressing their views on the setting. They told us that they enjoy their time at the setting very much. This is because of the wide range of activities and choices provided.

## Care and Development

Good

The child minder is caring, motivated and committed to meeting children's individual needs. She implements policies and procedures to safeguard children's personal safety and well-being. Daily checks are completed and recorded consistently. This is followed by enhanced cleaning schedules in line with infection control procedures. However, the children did not wash their hands before eating. The child minder has a comprehensive safeguarding policy in place and is experienced in the procedures for dealing with safeguarding matters. All relevant accident procedures are followed, and accident forms are signed and dated by both the child minder and parents.

The child minder manages behaviour effectively through positive strategies that are in line with the behaviour management policy. She is calm, patient and is an excellent role model. Consequently, the children behave well and benefit from the consistent approach and mutual respect shown. Children show excellent manners, saying please and thank you at snack time. However, no incidental Welsh was used. Parents comment how exceptional the child minder is in supporting the children's social and emotional development. Information is shared with parents via a private message. Children's religious beliefs are respected and diversity is promoted in the setting. For example, the children celebrated the Muslim Eid festival, eating a meal to celebrate.

The child minder has formed excellent bonds with the children and is very aware of their individual development. Planning is reflective and child led. Children decide on the topics they will cover and the activities they complete to learn about the given topic. For example, the children complete a craft activity making animals during the 'animal and insects' topic. Parents complete registration documents identifying personal preferences and communication on individual needs is effective. For example, allergen and dietary information is communicated and discussed on an individual basis. Achievements are recorded for the younger children, under seven years old, via the dojo app. This system was extended to the older children during the inspection process. Parents comment on the choices the children are given as well as the varied and range of activities the children complete.

## Environment

Good

The home environment is warm, comfortable, and well maintained. It provides a light, bright area for children to play and learn. There is a dedicated room for relaxing as well as a large kitchen that includes a table and play area. Children have access to the lounge, kitchen, and dining areas of the home. There is an upstairs toilet in a bathroom which the age group of the children are able to access independently. Cleaning materials are not stored in the bathroom. They use the dining table to complete craft activities and eat their meals. There is a small easily accessible outdoor area with a privacy screen. The childminder has plans to replace the decking steps that lead down to a further enclosed paved garden area. Children choose where to spend their time and we did not see outdoor play during the inspection. Individual boxes are provided for children which allows them to organise their belongings and promotes their independence.

The environment is secure with external entrances locked at all times. A 'QBell' system is in place and is very effective in ensuring a swift and secure hand over of children. It alerts the child minder a parent is approaching the setting and allows children to collect their belongings in time. However, there is no sign in book for visitors. Relevant safety checks are complete which ensure children's safety. Daily visual checks are completed, and comprehensive risk assessments are in place. Fire drills are completed regularly and as a result children are very familiar with the process. Cleaning materials are stored safely, and child locks are fitted on cupboards and drawers. Procedures for food preparation and infection control are followed. The child minder has pets and the pet policy is followed at all times.

The child minder provides a range of suitable age-appropriate toys and resources. All resources are labelled, organised and accessible to the children. For example, children have access to a play kitchen, construction sets, and circus toys. Younger children's development is supported by excellent resources such as puzzles and small world role-play characters. All resources are of a good quality and well maintained. Craft resources are organised in boxes which children access independently. Multicultural resources are used to stimulate children's knowledge and curiosity about the wider society, promoting equality and facilitating learning about cultural awareness. The childminder has a range of reading material that includes books to support children's well-being, personal and social development.

## Leadership and Management

Good

The child minder organises her setting well. The required policies and procedures are in place, reflect current practice and are regularly reviewed. She has a statement of purpose, which is compliant with regulations and The National Minimum Standards (NMS). The required Disclosure and Barring Service (DBS) checks are in place for all household members. The child minder has an understanding of the Prevent duty and has a comprehensive safeguarding policy in place. Concerns procedures are outlined in a policy and she informs CIW of key events. Public liability insurance is valid. Records about the children are completed and organised and include contracts, children's information forms and parental consents.

The child minder demonstrates very good leadership skills. This is because she has a definite vision for her setting and keeps up to date with current best practice relevant to the children in her care. She is well-qualified and experienced in child development. The quality of care report for the setting is reflective and evaluative. She identifies how to make improvements and reflects on the opinions and feedback of people using her setting. She is fully engaged with the inspection process as part of her self-evaluation and improvement. She uses guidance to implement changes and drive improvement to improve outcomes for children.

The child minder has very strong partnerships with parents. Parents we spoke with confirmed that they are very happy with the care provided by the child minder. They told us that communication from her is excellent. They receive notifications on achievements via the dojo application. Information is also shared via private message as well as verbal feedback when collecting the children. Parents told us that the child minder is extremely committed to the children's social and wellbeing development remarking on the excellent activities she provides. They also commented that she is loved and respected by the whole family.



## **Recommendations to meet with the National Minimum Standards**

R1. Ensure children wash their hands before eating.

R2. Develop the use of incidental Welsh.

R3. Keep a record of visitors to the setting.

### 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
N/A	No non-compliance of this type was identified at this inspection	N/A

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.

**Date Published 22/06/2022**