



## Inspection Report

**Donna Griffiths**

**Penarth**



**Date Inspection Completed**

17/08/2022

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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	16 March 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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

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

### **Summary**

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

The child minder is very responsive and attentive to the children. She has a warm, nurturing manner and is a good role model. The child minder knows the children very well which enables her to meet their individual needs effectively.

The child minder has created a safe, secure, and attractive environment. Both indoor and outdoor spaces are equipped with well-maintained, good quality resources and furniture. Risk assessments and policies are detailed, wide-ranging and followed carefully by the child minder.

The child minder manages the setting extremely well, in line with the National Minimum Standards and Regulations. There are a range of policies and procedures in place to ensure the smooth running of the setting. The child minder has built beneficial partnerships with other child minders in the local area.

## Well-being

Excellent

Children have many opportunities to make choices and decisions. They move freely around the setting choosing from toys and activities (which ignite their curiosity.) Children are very confident to express themselves, as they know their ideas and opinions are valued. We saw them happily lead their play, choosing what to play with and discussing with the child minder trips they would like to go on.

Children are relaxed and very happy in the child minder's care. They form warm and secure relationships with the child minder and have fun with her. Children know the routines of the setting very well which makes them feel safe and comfortable. They receive lots of encouragement and praise when learning new skills, this gives them the confidence to play and learn. Children have developed strong friendships with each other at the setting. They play happily with or alongside each other, depending on their age and stage of development. We saw children sharing resources, respecting each other and the resources available to them.

Children clearly enjoy their play and benefit from a wide variety of play and learning opportunities. They are highly motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. Children have many excellent opportunities to enjoy the outdoors and their local environment. They play in the garden, enjoy walks to the local area, and visit parks further afield.

Children have excellent opportunities to develop their independence skills, appropriate to their age and stage of development. Children feed themselves, use the toilet, and access resources independently.

Comment [WS(CC&PI1)]: Oh I love this, I will use this 😊

## Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy. There are effective policies and procedures in place which promote children's health and safety. The child minder has attended up-to-date safeguarding training and understands the procedures to follow should she have any concerns about a child. She has current training in first aid, enabling her to deal with minor accidents confidently. There are suitable systems in place to record accidents, incidents, and the safe administration of medication. She encourages good hygiene practice with the children. For example, the child minder makes sure children wash their hands at appropriate times such as, before lunch and after using the toilet. The child minder provides regular opportunities to promote children's physical development enabling children to get outdoors and enjoy the benefits of fresh air and exercise.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She adopts a calm, positive approach to managing children's behaviour and is enthusiastic and kind in her interactions. We heard the child minder encourage and praise children frequently for their efforts and positive behaviour. 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 behaviour management policy outlines the practices seen during our visit.

The child minder promotes children's play and learning well. She plans a **range** of activities which always consider the children's interests and abilities. The child minder provides plenty of opportunities for children to spend time taking part in activities in the local community, such as toddler groups and visiting local attractions where they meet with other child minders and make friends. There are effective systems in place to track children's development. The child minder regularly observes children's play and learning to track their progress. This enables her to identify next steps to promote children's development and identify any potential additional learning needs. The child minder is quick to recognise children with emerging needs and knows which routes of referral are needed to the appropriate services for support. There is an additional learning needs policy, however this does not include reference to the new ALN Code for Wales.

Comment [WS(CC&PI2]: ? Qualitative word( good, excellent, superb, )

## Environment

Good

The child minder's home is safe and well-maintained. Children have access to a dedicated playroom, lounge, upstairs bathroom and enclosed rear garden. The front door is kept locked, and children are well supervised. The child minder completes risk assessments identifying potential hazards to children and measures in place to manage these risks. The home is clean and effective infection control measures are used. Each child has their own hand towel and spillages are cleaned up immediately. Appropriate car and public liability insurance are in place. The child minder ensures that maintenance checks for the home and appliances are up to date.

The setting is welcoming and accessible to children. The décor is calming and creates a homely space. Furniture is child sized and promotes children's independence. Resources are organised with items suitable for younger children placed at a lower level for ease of access.

The child minder provides a wide range of suitable age-appropriate toys and resources. All resources are labelled, well-organised and accessible to the children. For example, children have access to the small world toys, blocks and dolls. Other toys are stored and rotated regularly to suit the ages and interests of the children present. There is child sized furniture available for children to complete tabletop activities or eat their meals and snacks.

Comment [WS(CC&PI3): Possibly add a qualitative word Good, effective, useful, beneficial

## **Leadership and Management**

**Excellent**

The child minder is very experienced and manages her setting effectively. The statement of purpose contains useful information for parents about the service provided. The child minder has developed a wide range of policies and procedures which reflect the quality of service she offers. All necessary paperwork is in place and extremely well organised. The child minder understands the Prevent duty and has a comprehensive safeguarding policy in place. Public liability insurance is valid. Children's records are completed, organised, and include contracts, children's information, and parental consent forms.

The child minder has a very effective system in place to review her setting. She completes a detailed annual quality of care report. The report reflects on feedback from parents and children, outlining the setting's strengths and any areas to develop. She is reflective of her practice and shows a strong ongoing commitment to make improvements. The child minder is fully engaged with the inspection process as part of her self-evaluation and improvement. She uses guidance to implement changes and drives improvement to better outcomes for children.

The child minder is appropriately qualified and has completed all mandatory training, including paediatric first aid, and safeguarding. She has undertaken several additional training courses to further develop her skills and understanding. This further demonstrates a commitment to improving practice and supports her own professional development. The child minder has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. She ensures household members DBS checks are current.

The child minder understands the importance of working in partnership with parents to ensure children in her care receive the correct support to meet their individual needs. The child minder keeps parents well informed about their child's experiences and development by providing regular verbal feedback, photographs, and texts. The child minder has strong links with other child minders in the area, sharing ideas and attending outings together. She works well with other professionals, sharing valuable information to promote the best outcomes for children in her care.



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

R1. Update the Additional needs policy to include reference to The Additional Learning Needs Code for Wales 2021

### 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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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<b>Ratings</b>	<b>What the ratings mean</b>
<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.

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