



## Inspection Report

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Cardiff



### Date Inspection Completed

06/02/2024

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	5 October 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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Adequate</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

### **Summary**

Children are happy, settled, and confident to share their views. They make friends and interact well with one another. Children enjoy the activities available to them and learn to become independent.

The child minder is aware of her responsibility to keep children safe and healthy. She is caring and responds to children's needs promptly. The child minder provides a range of activities which appeal to children's interests.

The child minder ensures all areas of her home used by children are clean and welcoming. Toys and resources are of suitable quality and provide varied play opportunities. The child minder is risk aware but does not have written risk assessments in place.

The child minder is experienced and has provided her service for many years. However, some aspects of leadership are not managed well enough, which results in some regulations and National Minimum Standards not being met. The child minder was responsive to our feedback and has begun to address some of the recommendations made at this inspection.

Children are happy, settled and make decisions about how they spend their time. They choose from the activities and resources on offer and follow their own interests. Children are confident to share their ideas. They chat contentedly to the child minder, knowing she will value what they have to say. For example, they excitedly tell her about the school trip they had been on that day.

Children feel relaxed in the care of the child minder. They form warm and positive relationships with her and are familiar with the daily routines. We saw them arrive happily from school, they knew where to store their belongings and to wash their hands ready for snack. Children do not hesitate to ask the child minder for help if required.

Children learn to manage their own behaviour and are developing their social skills. They enjoy receiving praise and recognition from the child minder for their achievements. Children happily engage in activities alone or alongside their friends, sharing and working together well. For example, they readily shared craft resources and took turns to choose a programme to watch on the television.

Children enjoy their activities. They show suitable levels of engagement and concentration when playing. We saw children completely absorbed in their play as they decorated paper plates with hearts, inspired by the recent St Dwynwen's Day celebration. Other children chose to unwind after their day at school and watch an episode of one of their favourite television programmes. Children are eager to share their achievements. We heard one child tell the child minder, "*it's turned out just how I imagined*" as she proudly showed off her finished craft work.

Children have good opportunities to develop their independence. For example, they store and collect their own belongings, help to clear the table to make space for others and put their own rubbish in the bin. Children follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. This promotes their self-esteem and develops their self-confidence.

**Care and Development****Adequate**

The child minder has a satisfactory knowledge of how to keep children safe and well. She recognises the signs and symptoms of abuse and knows to report these concerns to the relevant agencies. However, some key policies and records lack sufficient detail, which would further support the child minder in her safeguarding role. For example, the child protection policy does not clearly outline the procedure to manage safeguarding concerns or information on dealing with allegations against herself or a household member. In addition, the child minder does not keep records of children's attendance or maintain a visitor's record. This is an area for improvement, and we expect the provider to take action. The child minder keeps a written record of accidents; however, she does not obtain parental signatures or share a copy of the accident record with them. She follows appropriate hygiene procedures when preparing snack and ensures children wash their hands before eating and after using the toilet. The child minder provides children with an afternoon snack. Snacks are varied but not always nutritious.

The child minder has a lovely warm, nurturing nature. She is kind, caring and has fun with the children. The child minder works in line with her positive behaviour management policy. She is consistent in her approach and offers children frequent praise for their kind and helpful behaviour. The child minder acts as a good role model, promoting good manners and respect for each other.

The child minder knows the children very well. She provides a range of activities that are appealing to children and based on their interests. For example, art and craft, construction resources, books, boardgames and small world play. The child minder asks children what they would like to do when planning future activities and where possible will resource their ideas. For example, the child minder and children told me about the time they made mocktails. The child minder currently only offers before and after school care so time spent on activities is limited, however, she leaves their creations out on the large kitchen table so children can continue the next day.

**Environment****Adequate**

The child minder's home is clean, safe, and well-maintained. She undertakes a daily visual risk assessment of the area's children use to ensure the environment is safe. The child minder demonstrates she is risk aware, reminding children to be careful when using scissors and not to spill their drinks in case they slip. However, the child minder has not completed a written risk assessment of the premises, the school run, or for the family dog. This would support her to consider potential risks to children's welfare and enable her to evidence how she cares for children safely. The child minder ensures that maintenance checks for appliances and her public liability insurance are up to date. Regular fire drill practices ensure children know how to evacuate the premises in the event of an emergency.

The child minder makes sure her home is welcoming and suits the children's needs. The décor is calming and creates a homely space. Parents told us their children love the home from home feeling and atmosphere. Children have access to the spacious open plan kitchen, dining, and lounge area. Resources are usually set out in advance for children, but children know where to access additional resources if wanted. A good-sized comfortable sofa invites children to relax if they wish to unwind after a busy day at school. The large kitchen table provides plenty of space for completing tabletop activities and eating snack. There is a bathroom on the ground floor with liquid soap and paper towel for children to dry their hands without the risk of cross contamination. The child minder provides some opportunity for outdoor play; children cannot access the rear garden but can play on the front forecourt under the supervision of the child minder. The child minder told us when weather permits, they will often call in at the park on the way home from school.

The child minder provides a suitable range of resources which challenge and keep children engaged. She ensures resources are clean and in good condition. The child minder regularly checks the quality of resources, discarding anything broken beyond repair. The child minder purchases new items based on the children's developmental stage and interests.

## Leadership and Management

Adequate

The child minder provides a valuable service to the families of the children she cares for. She operates her service mostly in line with the National Minimum Standards and Regulations but there are areas where she needs to strengthen her understanding and practice. There is a statement of purpose in place, which outlines the service she offers. However, the child minder had not updated this document to include all information required as recommended at the last inspection. She maintains suitable contracts with parents and gathers relevant information regarding children's care. We noted that there was no record of an emergency contact should parents not be contactable. There is a complaints policy in place, but it does not outline the procedure should another agency be required to investigate a complaint (concurrent investigation) or how children can raise a complaint.

The child minder seeks feedback from parents and children via a questionnaire. Questionnaires viewed at the inspection indicate children are happy attending and parents are very satisfied with the service. For example, "*Caroline provides excellent activities, the children love showcasing them when they come home, she cares for the children like they are her own*". The child minder has not written an annual quality of care report to evidence how she has reflected on the previous years practice, evaluating what when well and what she could do to further develop her service. This is an area for improvement, and we expect the provider to take action.

The child minder is appropriately qualified. She has undertaken training in child protection and food hygiene, although the child minder has not refreshed this training within the recommended three-year period. The child minder has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. However, her husband's DBS certificate had expired. She had also failed to notify Care Inspectorate Wales of current household members. This is an area for improvement, and we expect the provider to take action.

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. Parents are very complementary about the service. They told us, "*their children love coming to the service, they love the activities and sometimes ask if they can stay longer at pick up time*". The child minder keeps parents well informed about their child's experiences by providing regular verbal feedback. The child minder has developed beneficial links with other child minders in the area, sharing ideas and supporting each other.

### 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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30	Ensure the child protection policy clearly outlines the procedures to be followed in the event of an allegation of abuse. Ensure a record of children's hours of attendance is kept.	New
16	Ensure an annual quality of care report is written and shared with CIW and parents.	New
20	Ensure all household members maintain a current DBS certificate and notify CIW of any changes in household members.	New

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 5 - Records	Ensure parents sign and date accident records and receive a copy.
Standard 12 - Food and drink	Ensure snacks provided are nutritionally balanced and consider Welsh Government guidance, food and nutrition for childcare settings.
Standard 24 - Safety	Complete a written risk assessment for the premises, the front forecourt, the family dog and the school run.
Standard 1 - Information	Update the statement of purpose with information outlined in the National Minimum Standards.
Standard 2 - The Contract	Obtain an emergency contact for children being cared for.
Standard 19 - Complaints	Update the complaints policy to include information regarding concurrent investigation and how children can raise a complaint.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure safeguarding training and food hygiene training is updated every three years.



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.

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