



## Inspection Report

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**Cardiff**



**Date Inspection Completed**

26/06/2024

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	27 March 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.

<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 can make decisions about how they spend their time. They have warm and positive relationships with their friends and the child minder. Routines and activities encourage children to develop, learn and enable them to follow their own interests.

The child minder has an adequate understanding of how to keep children safe and healthy. She has a warm relationship with the children offering support and reassurance when needed. The child minder knows the children well, supports their development and promotes their self-esteem and self-confidence.

The child minder provides a welcoming home from home environment for children, where they can play and relax. She has adequate procedures in place to ensure maintenance and safety checks for the home are mostly kept up to date. The child minder provides a wide range of toys, books and games which are easily accessible, supporting children to make independent choices during their play.

The child minder has an adequate range of policies, procedures and documentation in place to support the running of the service. She took steps to review and amend some of her documentation during the inspection process. Parents spoke highly of the child minder and the service she provides.

Children are happy, settled and make decisions about how they spend their time. They choose from the many fun toys on offer, following their own interests. Children confidently initiate playing games and engage in activities which are of interest to them. For example, older children choose to play with the handheld computer game while others opt to participate in colouring pictures. Children express themselves confidently, as they know their wants, needs and moods will be listened to. We saw children confidently ask the child minder to help them look for the plastic animals and for assistance when their superhero toy became caught.

Children are comfortable in their surroundings. We saw children talking to each other with confidence in their first language of Welsh during play. Children are familiar with daily routines and have a sense of belonging. For example, they excitedly showed the inspector around the playroom, pointing out where all their favourite toys are stored. Children receive praise for their efforts and achievements, which makes them feel happy and valued. They have formed affectionate relationships with the child minder and their friends. Children told us how they enjoy spending time with the child minder and their friends, engaging in warm hugs when saying goodbye.

Children behave and interact extremely well for their ages and stages of development. They are kind and considerate to each other saying '*please*' and '*thank you*' without any prompting from the child minder. They enjoy their play and benefit from an appropriate selection of play and learning opportunities. Children are interested and fully involved in their activities. They happily play alone or alongside their friends as they learn to share and work together. For example, children negotiate taking turns when playing games on the handheld computer and when sharing playdough tools.

Children have good opportunities to develop their independence skills, enabling them to do things for themselves. For example, children use the bathroom unaided, washing and drying their hands after, along with self-selecting which snacks they want to eat.

## Care and Development

## Adequate

The child minder has adequate practices to keep children safe. She has suitable policies and procedures which promote children's health and safety, such as when administering and recording medication, accidents and incidents. However, she is not always clear or confident in the procedures to follow. The child minder is generally cautious when dealing with any safeguarding matters and has a suitable understanding of the steps to take if she has concerns. However, she was unable to confidently recall all the procedures to follow in line with her own safeguarding policy. For example, the child minder was not aware of the document she would complete should a child arrive at her setting with and an existing injury.

The child minder does not provide food at mealtimes and asks parents to provide lunch boxes. However, she does provide a small snack of fruit and biscuits to children after school and ensures they have access to water to stay hydrated. She takes basic measures to ensure the safety of any child who has allergies and intolerances and has attended an allergy and intolerance awareness course. The child minder follows some basic infection control practices in line with guidance. For example, washing her hands before preparing food and wiping down surfaces to prevent the spread of infection. However, children are not encouraged to wash their hands before eating snacks or following touching the child minder's pet dogs.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She is attentive, patient and offers reassurance when needed. She knows the children well and is considerate when meeting their individual needs, ensuring children have opportunities for quieter times when required. The child minder carries out informal observations, capturing children's progress via photos in a book which she shares with parents. The child minder seizes opportunities to promote children's learning in the moment. For example, when out walking in the community the child minder embraces the opportunity to draw the children's attention to the different types of flowers and their colours. The child minder implements a positive approach to behaviour, where children are celebrated when they are kind and caring to their friends, which helps promote their self-esteem and self-confidence.

**Environment****Adequate**

The child minder provides a secure environment, where children can play and relax. She keeps records of children's attendance. However, these are mostly pre-populated and do not always accurately record the children's times of arrival and departure. The child minder ensures maintenance checks for the home are up to date. Regular fire drill practices ensure children know how to leave the premises safely in the event of an emergency. However, the child minder does not always ensure fire safety equipment in the home is checked in a timely manner in line with Welsh Government's Fire Safety: guide for child minded premises.

The child minder uses a daily check list to ensure the environment is safe. She undertakes visual risk assessments to identify potential risks within the home and takes steps to reduce the risk. The child minder transports children in her own car and holds the required insurances. Child car and booster seats are used to transport children safely. The child minder has some written procedures regarding key routines such as when undertaking the walk to and from school with children. However, she does not consider all risks and does not always follow these procedures robustly. For example, ensuring children always hold hands to avoid them from getting lost or ensuring that a first aid kit is taken during walks and trips out. The child minder provides a welcoming, home from home environment for children. It is clean, light, bright, and has adequate space for children to play and learn. Children have use of the playroom, a large kitchen and the front garden. The bathroom is downstairs promoting independent access for children. The child minder provides a wide range of toys, books and games. They are of suitable design for the age of the children and in good repair. Generally, they are well organised and accessible to children. Resources are stored in the playroom on shelving units in concealed boxes at a level where children can independently access items or ask for support. The child minder has decorated the playroom with some of the children's artwork, providing children with a sense of belonging. The child minder ensures children also access the local community most days, visiting the local park and going on trips to St Fagans.

## **Leadership and Management**

**Adequate**

The child minder provides an adequate service to the children and parents who attend the setting. The child minder is keen to improve her skills and the quality of the care she provides, taking suitable steps during the inspection process to review and update some of her documentation. A statement of purpose reflects the service offered, enabling parents to make an informed choice. The child minder has an adequate range of policies and procedures to support the running of the service. However, some require updating to ensure they are reflective of the procedures the child minder follows when operating her service. Contracts are in place, which are signed and exchanged with parents prior to a child starting at the setting. Parents complete permission forms giving their consent for the child minder to carry out a range of activities. For example, agreement for older children to play in the front garden without supervision and having contact with the family pet.

The child minder reviews the quality of her care annually and produces a basic report. The review considers the views of parents. A few actions are identified as areas for development. The child minder has undertaken mandatory training courses within the required times scales such as, paediatric first aid and a safeguarding update training course. The child minder has also attended further training in other areas. For example, supporting children with speech and language difficulties, which has extended her knowledge to be able to better support children's communication skills. The child minder ensures her's and her family members' Disclosure and Barring Service (DBS) certificates are up to date.

The child minder understands the importance of working in partnership with parents, ensuring the children in her care receive the correct support to meet their individual needs. She communicates with parents verbally and via text messages. Parents we spoke with were highly complementary about the child minder and the service she provides.



### 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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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 20 - Child protection	The child minder must ensure they are familiar with their own child protection/ safeguarding policy and can put it into practice and implement the procedures.
Standard 10 - Healthcare	The child minder must ensure children are encouraged to learn and practice good personal hygiene.
Standard 5 - Records	The child minder must ensure accurate records of children's attendance are maintained at all times.
Standard 24 - Safety	The child minder must ensure they comply with the Welsh Government's Fire safety: guidance for child minding premises.
Standard 24 - Safety	The child minder must ensure their own written procedures are followed robustly and all potential risks are considered.

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)
The child minder must ensure all policies, procedures and documentation is reflective of the service offered and they have a clear understanding of the procedures to be followed.

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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