



Inspection Report

Jill Clode

Cardiff



Date Inspection Completed

03/07/2024

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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	27 April 2018
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>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

Children are happy, settled and enjoy their time at the setting. They are confident to express themselves as they are consistently listened to. They have strong bonds with the child minder and make friends at the setting. Children are enthusiastic about their play and experiences at the setting. Observations were limited due to the number of children present on the day of the inspection.

The child minder understands her role in keeping children safe and healthy. She manages interactions in a positive manner and is consistently warm, patient and kind. The child minder knows the children well. She provides activities and visits that meet their needs and interests.

The setting is clean, warm, comfortable, and well maintained. It provides children with a light, bright area to play in a 'home from home' atmosphere. The child minder provides good resources and facilities for children to be cared for.

The child minder is experienced and qualified. She has suitable policies and procedures in place; however, some policies and procedures require review. The childminder manages reviews about her service and has built very positive partnerships with parents.

Well-being

Good

Children know the routines well which makes them feel comfortable and secure. They follow established routines when walking from school and know the rules of the setting well. Children are confident communicators as their wants, moods and needs are considered by the child minder. For example, they approach the child minder to ask for snack when they are hungry and to request the activity they want.

Children make good decisions about how they spend their time at the setting. For example, children have free access to toys and resources in a designated playroom within the setting. They are confident to express their needs and feelings. For example, they tell the child minder how much they would like to eat and how they are feeling after their day in school.

Children are cheerful and relaxed at the setting. They are happy to chat to us and tell us they thoroughly enjoy their time at the setting. They tell us they enjoy their trips out, and, in particular visits to the park and picnics with friends. When at the setting, they play games and when the weather is better, they play in the garden. Children know the routines well which makes them feel comfortable and secure.

Children's interactions are good. They have formed positive attachments with the child minder and each other. During their time at the setting children engage with the child minder and chat naturally about their day in school. They respond maturely and politely to the meaningful responses they receive from the child minder. Children share resources and offer others to join in their activities. Older children tell us they enjoy interacting and playing with the younger children when they attend.

Children engage well in the play-based activities and concentrate for an appropriate length of time. For example, they play with magnetic problem-solving puzzles, whilst another child chooses to read a book. They tell us that they enjoy their time at the setting very much. This is because of the wide range of activities and choices provided.

Children are familiar with routines and show a good level of independence. For example, they know where to keep their belongings and naturally go to the drawers to access the resources they want. They are confident to access the bathroom independently and take care of their own personal hygiene. Children move freely between the areas on offer with some choosing to use the table for activities and others choosing the sofa to relax.

Care and Development

Good

The child minder has a suitable understanding of how to keep children safe and healthy. She encourages children to have time outdoors and be physically active by making good use of nearby parks and play areas. The child minder has a safeguarding policy in place which details the prevent duty. She completes regular safeguarding training and is in the process of ensuring her most recent training meets the requirements of the National Minimum Standards ahead of the November 2024 deadline. The child minder keeps records of accidents, including times and dates which parents are informed of and required to sign. She also has a medication policy and healthcare policy and records for permission and administration are available. There has been no request to administer medication for the children that are currently minded. However, these policies are not clear and do not contain the most up to date guidance. For example, the healthcare policy relates to out-of-date Public Health Wales (PHW) guidance on exclusion. The child minder ensures first aid kits are available.

The child minder is caring, experienced, and committed to meeting children's needs. 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. The child minder knows the children very well and has formed positive bonds with them.

The child minder ensures new children settle quickly by arranging visits to the setting prior to their start date. This is to allow children the opportunity to get to know her and the other children that attend. She also collects information about the children's needs as well as their likes and dislikes prior to them starting at the setting. The child minder provides activities to meet the interests of the different ages of children that attend, such as board games, arts and crafts and puzzles as well as role play and dressing up resources. She plans purposeful visits in the local area such as castles, parks, playgroups and play centres. She takes photos of the children during their activities and communicates with parents via a private mobile application. However, she doesn't keep a record of younger children's progress.

Environment

Good

The child minder ensures the home is secure, and no unauthorised access is allowed. The main door is fitted with a video doorbell and the side gate is locked. Visitors are asked for identification upon arrival, and she keeps a record of visitors in her daily diary. The child minder completes general maintenance annually, such as the gas safety certificate. She tells us she completes daily checks before the children arrive and we saw a check list that is used to support this process. However, she has not completed the PHW infection control audit tool and there is no pet policy in place. The child minder conducts monthly fire drills and regular checks for fire alarms.

The property is warm and welcoming with a playroom which is well organised. The child minder has organised the majority of toys in the dedicated playroom. From the playroom, children have access to an enclosed garden, although this was not in use during the inspection due to the inclement weather. The child minder ensures children have opportunities to relax and rest on sofas. She supervises access to the kitchen where children eat their meals and use the table. The child minder provides activities such as arts and crafts and mealtimes in the dining area of the kitchen. She ensures the safety of the children by closing doors between areas to restrict access. The childminder allows older children to access the downstairs toilet independently.

The child minder provides suitable age-appropriate toys and resources. All resources are organised and accessible for the children. For example, children have access to role-play toys such as a toy kitchen. Other toys are stored and rotated to suit the ages and interests of the children present. The child minder ensures resources of interest to the children in attendance are kept at a low level so that children can access and use them independently. Multicultural resources are used to stimulate children's knowledge and curiosity about the wider society, promoting equality and facilitating learning about cultural awareness. All resources are of a good quality and well maintained.

Leadership and Management

Good

The child minder organises her setting well. Most of the required policies and procedures are in place. However, not all policies have been reviewed and updated in a timely manner. For example, the special educational needs policy does not include the additional learning needs act in Wales. The child minder had a statement of purpose, which meets the requirements, and a copy was submitted to Care Inspectorate Wales (CIW) during the course of the inspection. We discussed the need to ensure this is completed in a timely manner in future. The child minder ensures public liability insurance is valid as well as suitable car insurance and car road worthy checks. She keeps records about the children in her care and these are organised. Records include contracts, children's information forms and parental consents.

The child minder is qualified and experienced. She actively seeks feedback from parents and children by sending out questionnaires. She provides a basic quality of care report annually, which includes the opinions of those who use her service.

The child minder ensures she maintains mandatory training. For example, paediatric first aid certificate and food safety and hygiene. She has also attended further training such as language and play as well as additional learning needs. The child minder makes good use of grants to develop her setting and meet the needs of the children that attend. She is registered with the Information Commissioner's Office and is a member of an umbrella organisation which is specifically for child minders. During the inspection we discussed the consideration of seeking advice from the umbrella organisation to support her when reviewing her policies.

The child minder has strong links with the community through regular visits to local children's groups and activities. She collects children from the local schools and has built up relationships and routines with them over her years as a child minder. The child minder has very strong partnerships with parents and ensures regular communication with them. Individual information is shared with parents at pickup and via private messages. Parents we spoke to commented on how settled their children were in a home from home setting. Further feedback said their children thoroughly enjoyed the activities and visits arranged. They also commented on the child minder's approachable and professional nature.

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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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 6 - Working in partnership with parents	<ul style="list-style-type: none"> Develop a system to record children's progress.
Standard 11 - Medication	Review the medication and healthcare policies and consider seeking guidance from umbrella organisation.
Standard 18 - Quality assurance	Review all policies annually ensuring that they reflect current statutory guidance and make necessary changes in a timely manner.

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)
Complete the Public Health Wales (PHW) infection control audit tool and establish a pet policy.

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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