



## Inspection Report

**Caroline Brown**

**Cardiff**



**Date Inspection Completed**

14/05/2024

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">[26 February 2018]</a>
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.

<a href="#"><u>Well-being</u></a>	<b>Good</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>Good</b>

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

## **Summary**

Children are happy and settled at the child minder's home. They are skilfully encouraged to interact positively with each other. Children in the child minder's care, are able to make consistently good choices about what they want to do. They are developing beneficial friendships with each other and show strong bonds of affection with the child minder.

The child minder is experienced and qualified. She has an effective understanding of how to keep children safe and how to promote their health and wellbeing. She manages all interactions positively and manages behaviour successfully. The child minder plans activities to promote children's development and encourages their natural curiosity within the activities planned.

The child minder has effective systems in place to ensure the environment is safe and positively stimulating for children. Children have beneficial access to a valuable range of age-appropriate resources and equipment within the indoor and outdoor setting.

The child minder runs a successful, valuable, and well organised setting. She meets and exceeds the regulations and the National Minimum Standards. The child minder has worthwhile systems for evaluating and improving their setting. She has strong and purposeful partnerships with parents who are very happy with the care their children receive.

Children are happy, settled and enjoy their time with the child minder. They have a worthwhile voice and effectively express themselves and their requirements. Children are confident communicating and successfully share their feelings, likes and dislikes. Examples include replying to suggestions from the child minder and notify her when they want a snack or drink. They confidently talk about their favourite foods, such as ham and enjoying pizza. They can communicate their preferences and ask the child minder for help when needed and express their ideas and opinions freely. They successfully engage the child minder in their activities and are keen to share their experiences and ideas. For example, when completing a jigsaw, they were encouraged to say what the pieces were and where they went. This developed into discussing Winnie the Pooh and who was Piglet. They have consistently good opportunities to make choices and decisions. For example, they choose the toys they play with, and how to engage in activities that interest them.

Children feel safe, happy, and valued and have a strong sense of belonging. Children receive consistent comfort and support from an experienced child minder who knows them well. They display valuable emotional bonds with the child minder and regularly seek reassurance without prompting. For example, children are nurtured by the child minder in a calm and reassuring way and effectively supported when upset. Children and the child minder know their routines and therefore engage in consistently good activities. For example, playing with and discussing ideas whilst playing with the toy trains. Discussions included the colours of the trains and possible names for them.

Interactions between children and the child minder are good and always very calm and relaxed. Children smile and laugh as they enjoy using resources, such as doing simple jigsaws and ask for support when required. They are always treated positively and respectfully, and their views are always considered. For example, the child minder responds to children's wishes around snack time and activities they wish to take part in. Children confidently choose activities that interest them and use their imagination through their play. For example, a car became a flying car and the discussion moved to Harry Potter and the flying car in the films. Children can sustain their interest in activities for extensive periods of time, developing their play constantly. Children safely explore their indoor and outdoor environments.

Children are well supported and encouraged in developing their independence. They visit the bathroom and wash hands independently under supervision. Children sit purposefully at mealtimes and are successful in feeding themselves.

The child minder is knowledgeable and has effective understanding of her role and responsibilities to keep children safe and healthy. There are strong and thorough policies in place. The child minder has completed safeguarding training and has strong procedures in place to safeguard children. She holds current first aid and food hygiene certificates. There are highly effective systems in place to record accidents, incidents, and administration of medication. Thorough hygiene practices are implemented including handwashing and sanitising of resources carried out regularly. The child minder ensures that children wash and dry their hands routinely before and after snack time and activities. Meals and snacks are not currently provided by the child minder. The child minder is fully aware of children's dietary, health, and individual needs, with effective systems in place to support them when required.

The child minder is kind and skilfully nurturing towards the children. She manages their behaviours effectively using a warm and gentle voice, distraction, and support when required. We heard use of positive language including constantly reminding children about manners and regular praise. For example, she used Welsh and English vocabulary to encourage tidying away of toys, using polite manners, such as saying "please" and "thank you" and gentle persuasion. There are strong, natural bonds between the child minder and the children. We saw her showing the children affection. During a quiet period, the child minder spent time playing games with the children. This included having a competition and suggesting ideas to get flipping frogs into a bucket and having a quick competition. The child minder sits with children and engages with them during their play. For example, discussing the different colours of the trains or their favourite train.

The child minder positively promotes children's play, learning and development. She keeps parents up to date about children's development using social media to report what children have been doing, snacks eaten and sleeping information. The child minder knows the children well and has strong understanding of how to nurture and support them. She knows when to encourage children to attempt new activities or to complete difficult jigsaws. The child minder understands the children's eating habits and personal needs. For example, when a child has just finished potty training and needs support to use the toilet. She is aware of the importance of children's routines and through planning, promotes 'child led' play. These include weekly visits with other child minders to enable children to make friends with other children prior to starting at their local school. Evidence of these visits show children being introduced to exciting activities and superb opportunities to experience new environments. The child minder used incidental Welsh during our visit. The child minder promotes diversity through various activities, including Christmas, Easter, and the Chinese New Year.

The child minder ensures her home is safe, clean, and well maintained. She provides a welcoming and stimulating environment for children to explore and enjoy. The child minder keeps a record of visitors to the setting and ensures it is secure. The front door is locked once the children arrive, and children cannot access the entrance hall without supervision. Regular fire drills and safety checks are in place, ensuring any potential hazards are monitored and minimised. The child minder supervises children well and understands the difference between acceptable and unacceptable risk. For example, the setting has large sofas for resting and provides a separate space for older children to relax and play away from younger children if needed. She completes suitable written risk assessments, alongside regular visual checks.

The premises is warm, well organised, and accessible. The area provides a purposeful playroom, a toilet and nappy changing provision. The playroom is bright with effective natural light and various displays including children's work on display. There is a worthwhile outdoor space, with patio and grass areas which children access on a regular basis. The garden is suitably enclosed with appropriate fencing and screening to ensure children's privacy outdoors. Shade is provided for children on the patio area by the house. The child minder provides appropriate resources and play equipment, suitable for most age ranges, and organises these well. Children freely access resources from the storage boxes/units and make good use of the floor space to play and they move freely between the spaces available. They easily access the bathroom, which is clean and well maintained.

The child minder provides a wide range of engaging resources which extend children's play and development. The layout and design of the environment promotes children's independence. Children are confident to ask the child minder if they cannot find or are unable to access toys or resources. The child minder ensures the play environment is suitable, providing worthwhile and interesting activities and play equipment. For example, there is a wide range of role-play activities, dolls, books, and beneficial sensory resources. These resources offer children the opportunities to explore and develop their play experiences. Within the main playroom there are resources and a dining room table for children to do arts and crafts activities and sociably come together to eat their meals. The child minder has a comprehensive collection of Welsh books to reflect different learning and physical needs.

## Leadership and Management

Good

The child minder is very organised and provides a successful and valuable service that exceeds the requirements of the National Minimum Standards. She responds positively to suggestions on how to improve the service. The child minder creates a calm and positive atmosphere in the setting. She maintains and shares an up-to-date and purposeful statement of purpose that reflects the service provided. The child minder has comprehensive policies that are reviewed annually. In discussions, the child minder acknowledged some policies could be strengthened, including Uncollected Child and Safeguarding policies. She maintains the required records including registers and accident forms. The child minder has up to date car documents and is registered with the Information Commissioners Office (ICO).

The child minder annually reviews and reflects upon her service and produces a consistently good quality of care review. As part of her evaluation, she seeks feedback from parents and presents children with appropriate questionnaires. All information collated from children and parents' responses, support her in the evaluation of her service. This provides an opportunity for her to highlight strengths and consider possible areas for improvements.

The child minder understands the importance of training and continuing her professional development. She successfully completes all mandatory training and seeks further opportunities to further develop professionally to ensure she can meet the needs of the children in her care. All household members have current Disclosure and Barring Service (DBS) checks, with a system in place for annual checks. The child minder positively engages with Care Inspectorate Wales (CIW) and other organisations when necessary.

The child minder ensures that communication with all parents and carers is positive and beneficial. She ensures that all relevant contracts and permissions are completed and in place. She ensures all the relevant information to meet children's individual needs are readily available. The child minder keeps parents well informed through daily verbal communication and social media messaging. This is also used to notify each other of any changes to routine. Parents and carers are very happy and positive about the setting. They told us, *'My children are excited and happy to come to her,' 'They enjoy the happy environment'* and *'I get regular updates when I pick up and during the day if needed.'* The child minder has good links with parents, and she consistently responds positively to information and advice given to her to improve children's wellbeing and to identify any needs. She has good links with the community and other local child minders to enhance the quality of service/care she provides for children and their families.



### 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	Ensure the Safeguarding Policy is reviewed and based on the All Wales Safeguarding Procedures.

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 that the Uncollected Child Policy includes the requirement to notify Care Inspectorate Wales of any relevant occurrence

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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