



Inspection Report

Samantha Rose

Cardiff



Date Inspection Completed

02/09/2024

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About the service

Type of care provided	Child Minder
Registered places	7
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text. 22 February 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>	Adequate

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

Summary

Children are happy and feel safe in the child minder's care. They settle quickly and develop positive relationships with her and other children. Children make choices and decisions about their care and play. They have good opportunities to become independent and develop their individual skills through a range of experiences and activities.

The child minder understands her role to keep children safe and healthy and manages interactions effectively. She is responsive to children's needs and creates a positive atmosphere whereby children feel valued. She has appropriate policies and procedures that support her to promote children's health and safety, and she is developing some of these further.

The child minder ensures children are cared for in a secure environment. She has a range of written risk assessments in place, most of which she adheres to. She creates a welcoming space where children can play and learn. The environment is well maintained and equipped with excellent resources.

The child minder provides a reliable and good quality service for both children and parents. Overall, she manages the service appropriately, although, she is continuing to make improvements in relation to keeping policies and documents updated. The child minder reviews her setting annually and produces a basic report of the findings. She has developed good partnerships with parents, many of whom have used her setting for many years.

Well-being**Good**

Children are happy and settled in the child minder's home. They can move freely around the environment and choose independently from the resources that are easily accessible. Children are confident to follow their own interests and to express themselves to the child minder. For example, they confidently go outside to play in the garden and laugh as they use the water pistols. Children are involved in planning activities such as asking for what they want if they cannot get it themselves, for example, one child asked for a car track, and it was provided promptly.

Children have a warm, relaxed relationship with the child minder and each other and feel secure in their surroundings. For example, they are excited as their friends arrive, welcoming them with smiles and inviting them to join in their play. Children approach the child minder easily if they want to ask for anything or just have a conversation. They express enthusiasm and enjoyment and talk fondly of memories they share together. They are familiar with the routines and expectations which helps them develop a sense of belonging. For example, they wash their hands before snack and remain at the table until they finish their food.

Children share resources and play alongside each other well. For example, older children happily support others to colour a picture and praise them for their efforts. Children cooperate and share resources easily as they play 'darts' in the garden. They chat easily to the child minder about what they are doing and are eager to involve her and other children in their play.

Children enjoy the activities available to them and concentrate for an appropriate amount of time. A group of children spent an extended period building a circuit board. They listened to each other's suggestions and tried different circuits until they were successful, squealing with delight as an object spun into the air. Other children enjoy doing creative activities, proudly drawing the child minder's attention to their artwork.

Children develop a wide range of skills as they play because activities and toys promote their all-round learning. They are developing their independence skills well, enabling them to do things for themselves. For instance, getting their own drink when they are thirsty and putting on their own shoes to go outside. Children readily engage in tidying up ready for another activity with younger children following the lead of older ones.

Care and Development

Good

The child minder is experienced and has attended relevant training to support her to be effective in her role. She is confident in her understanding of how to keep children safe and well and has policies and procedures in place outlining how she provides most aspects of care. The child minder is clear on the procedure to follow should she have a safeguarding concern about a child. She has a current safeguarding certificate and is aware of the need to complete more advanced training in line with the revised National Minimum Standards for Regulated Childcare. She has a clear and up to date safeguarding policy in place. The child minder follows good hygiene routines to help minimise the spread of germs, including hand washing and ensuring a hygienic environment for eating. She provides a healthy variety of food and promotes children's physical development enabling children to get outdoors and enjoy the benefits of fresh air and exercise. For example, lots of outside play in the garden, regular walks and visits to the park.

The child minder is nurturing and cares for children in a kind and warm manner. She engages positively with the children and respects what they say. She has a suitable behaviour management policy in place, promoting the use of positive strategies which she implements effectively. The child minder effectively supports children of all ages to interact with one another appropriately. She gives the children lots of positive feedback, praise, and encouragement for their efforts, promoting their self-esteem. The child minder adopts a positive, calm, and direct approach with the children, so that they understand what is expected of them. For example, she outlined what would happen if they got wet while playing with the water pistols and gave gentle reminders of the dangers of throwing toys.

The child minder knows the children very well and understands their needs and abilities, enabling her to promote children's play and learning effectively. She is knowledgeable about children's development and successfully meets their needs. The child minder provides a variety of fun play opportunities which appeal to children's individual interests. For example, she extends children's interest in craft and colouring by purchasing more challenging resources. She naturally promotes children's learning as they play, such as providing alternative ideas for children to consider as they build the circuit board or talking about what might be in the dinosaur egg they were trying to open. She is patient and joins in with their play to support and extend their learning. For example, asking children if they wanted a pen and paper to keep score in the dart game.

Environment

Good

The child minder ensures the environment is safe, secure, and well-maintained. She spoke confidently about the measures in place to keep children safe, including keeping the front door locked and maintaining a record of visitors to the property. The child minder has basic risk assessments that show how she maintains a safe environment and she performs daily visual risk assessments. The child minder has policies showing how she provides safe care. She is expanding these to show for example, how she protects children from the sun and her expectations regarding use of IT and mobile phones. She ensures she arranges appropriate premises maintenance checks, for example, the gas safety check. The child minder has not regularly undertaken a physical fire evacuation drill with the children, although she discusses it with them on a regular basis. During this inspection, she has undertaken a drill and agreed they would be carried out regularly in future, therefore we are not taking any further action at this time.

The child minder provides an environment that is light, bright, clean, and well maintained. She sets up welcoming, child friendly and accessible spaces for children to play and learn. The child minder uses a lounge with comfortable sofas for children to relax and a table and chairs where children eat and do some activities. She has also set up a room as a playroom. The layout of the environment promotes children's independence, whilst enabling the child minder to supervise children appropriately. The child minder organises areas to enable children to freely explore and make their own choices about what they want to play with to promote their independence. Children easily access the outside area that has been renovated to make a very child friendly, very well resourced and interesting area to play.

The child minder has a very large variety of well-maintained resources and equipment for a range of ages. She stores resources and play equipment in well organised units in the playroom. She has many readily accessible resources such as construction toys, play kitchen, dolls and pushchairs. Children have many opportunities to choose from items they cannot directly access. The child minder has some multi-cultural resources such as books, which reflect our diverse society, including Welsh language books. The environment supports children to develop their independence well and enables them to learn through play.

Leadership and Management

Adequate

The child minder is committed to operating an improving service but recognises that the paperwork side of the business is not a strength but works hard to ensure it meets the requirements. She has a statement of purpose that has recently been updated and that now clearly outlines what the setting provides, allowing parents to make an informed choice about the suitability for their child. The child minder has developed appropriate policies and procedures to show how the setting operates. She has updated the safeguarding and complaint procedures recently to reflect changes such as the Wales Safeguarding Procedures. She is reviewing others such as the Additional Learning Needs Code of Practice and to further clarify her practice in areas such as dealing with a child who may be lost. She maintains daily records appropriately, for example, attendance registers.

The child minder has a basic process in place to review the quality of the setting. Whilst this has helped her to identify some areas that require improving, it has not been successful in keeping her up to date with changes to legislation. The child minder asks for the views of children and parents as part of her review, using their feedback to ensure she meets the needs of the children. The child minder produces a brief report of her annual review, which focuses on the views of service users, but it does not provide them with an action plan to track improvements. She is committed to operating an improving service and has made some progress to achieve this during this inspection.

The child minder works alone and organises her day well, to meet the differing needs of the children she cares for. She has links with other child minders in the area and has nominated a back-up child minder that she can call on should an emergency arise. She ensures that all mandatory training such as paediatric first aid is completed in a timely manner and keeps her own Disclosure and Barring Service (DBS) check updated appropriately. However, the child minder has not always applied for a DBS for family members in a timely manner. This is a matter of non-compliance, but we have not acted on this occasion as she has addressed the issue.

The child minder understands the importance of working in partnership with parents to ensure children receive the support required to meet their individual needs. She gathers useful information about children's preferences and routines before they start. The child minder keeps all parents informed by sending daily photos via an electronic system but mostly by providing verbal information as parents collect their children.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	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 18 - Quality assurance	Further develop the quality of care review process to be more evaluative and to ensure it successfully identifies improvements required.

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 there is a robust system in place to identify when Disclosure and Barring Service checks are three years old and renew them in a timely manner.
Review policies and procedures to reflect current legislation. These should include matters such as the Additional Learning Needs Code of Practice.
Review and update policies and procedures to reflect current practice implemented within the setting such as protecting children in the sun and the safe provision of food to children with allergies. Also, clarify some other areas such as use of mobile phones at the setting.

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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