



Inspection Report

Ceri Edwards

Cardiff



Date Inspection Completed

14/05/2024

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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 | 02 May 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>Well-being</u> | Excellent |
| <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 have a strong voice and are at the centre of the service. Play is child led, meaningful and promotes children's curiosity, learning and all round development. Children develop nurturing relationships and a sense of security. They are motivated and excited by the play opportunities available to them. These experiences encourage them to grow in confidence in their own abilities and try new experiences supporting their independence.

The child minder is very motivated and promotes children's learning and development well. She encourages positive behaviour in a caring and consistent manner so that children are clear about appropriate behaviour and develop good social skills. She knows the children very well and follows their interests when planning activities.

The child minder has very good systems in place to risk assess the environment and keep children safe and healthy whilst promoting interesting play opportunities. The home is very well maintained, all safety checks are in place and children have easy access to a wide range of stimulating play resources.

The child minder operates a well organised service. She has a very clear understanding of her responsibilities and operates her service smoothly, striving to continually improve outcomes for children and their families.

Well-being

Excellent

Children have lots of opportunities to express themselves and make effective choices. Nearly all activities are child led and children are highly engaged and motivated in their play. They follow their own interests and show very good levels of concentration. Children settle quickly and are eager to play with friends. They have warm and stable relationships with the child minder who makes them feel safe and secure. They laugh, chatter and show confidence when approaching the child minder, inviting her into their play. This builds their confidence and therefore they develop good social skills and are encouraged to be curious. Children's work is on display which they celebrate and take pride in. For example, children took delight in showing us the 'Spring' themed wall chart they had made, proudly pointing out the insects they had drawn and painted.

Children are clear about expectations of behaviour, and this helps them to develop good relationships. Children share resources and show kindness with very few prompts from the child minder. For example, when looking for and placing numbers on their clock faces, children shared the numbers they had found with one another. They follow instructions readily and show very good levels of engagement. Children show consideration to their friends, for example, one child carried their friends' snack to the table for them.

Children participate enthusiastically in their play and learning. They move around play areas freely and are excited about their play experiences. For example, children carefully choose their favourite colours to make a clock face, one child explaining *'My colours are beautiful!'* Children concentrate very well on this task and are eager to try and tell certain times on their completed clocks. Another child shows us the tool station, the toy drill, spanner and bolts that they use to build and fix things which they say they love doing. Later a child wheels an ice cream cart over to us and shows us all the different flavours and sprinkles on offer, and then proceeds to make us our choice of ice cream.

Children have lots of opportunities to build their independence skills. Children attempt to wash and dry their hands with minimal help and are encouraged to learn how to use the toilet independently. At mealtimes they choose what they wish to eat, carry it to the table and then sit and eat whilst chatting socially with their friends. Decision making is encouraged by the child minder, and children have easy access to the resources so that they can make their own choices of how to play.

Care and Development

Good

The child minder keeps up to date with her mandatory training and completes additional training to ensure she delivers care in line with current child care practices and legislation. She has clear procedures in place which she implements effectively to keep children safe and healthy. She has a good understanding of child protection issues and is clear about her responsibility in reporting any child protection concerns to her local authority. Accident, incident and medication records are completed and shared with parents to ensure children's health needs are being properly managed. The child minder has a paediatric first aid certificate and is confident to deal with minor first aid situations. The child minder encourages children to develop an understanding of healthy lifestyle choices by supporting them to eat healthily and drink water to remain hydrated.

The child minder acts as a very good role model and nurtures warm, positive relationships with the children. She is consistent in giving children lots of praise and acknowledging their efforts. For example, the child minder noticed one child's button had been done up incorrectly on their shirt, so she gently asked, without mentioning the button, who had helped them dress in the morning. When the child proudly explained '*I dressed myself!*' the child minder said, '*Well done you!*' The child later noticed their error and asked the child minder for help, which she readily gave treating them with dignity and respect. She gently prompts and supports children to wash their hands when necessary. She gives a lot of praise and positive affirmation to the children as they play and make efforts to complete tasks telling them '*Fantastic!*', '*Excellent!*' and '*Great job!*' She encourages children to develop good manners gently reminding them if they forget to say '*please*' or '*Thank you*'

The child minder creates a fun and stimulating environment to support children's play and learning. She takes lots of pictures to record what children are doing and achieving, and she knows children and their individual needs very well. She plans exciting and relevant activities that are led by children's current interests as she understands that this helps children to focus and engage in learning. Children's play and learning needs are clearly met in a fun and dynamic manner. The child minder does not formally record her observations. She discussed with us that should she care for younger children she would explore a more formal means of recording their development and next steps. Transitions into a full-time school environment are managed well as we heard the child minder chatting naturally about how things may be once children start school.

Environment**Good**

The child minder ensures that children are cared for in a safe, secure and clean environment. The home is exceptionally well maintained with all required safety checks in place. She has a secure entry system to the premises and records all visitors. The child minder has comprehensive risk assessments in place which she monitors and reviews effectively. The child minder records all fire drills which are frequently practised with children, and she undertakes regular checks of smoke/fire alarms. Children are supervised very well and there is sufficient space and suitable facilities to meet the needs of children. Play areas are welcoming and provide stimulating opportunities to extend children's play and learning.

The child minder has created a rich learning environment within the very well organised playroom. She ensures that children have access to resources that are suitable for their needs and will extend their learning and development. Resources are stored in a way that allows them to choose toys independently. Children have resources such as books and puzzles that reflect a multicultural and all-inclusive society. They have access to a safe garden area and although at the time of the inspection this was not in use; a large wooden chalet has been erected for children's use. The child minder acknowledges the steps to this resource are currently a risk to children and she has plans to address this issue as soon as possible. This demonstrates that the child minder has good risk assessment skills and identifies and minimises emerging risks to keep children safe. There are toileting facilities easily accessible to children which supports their independence and a couch for children to rest and relax.

The child minder monitors the resources, equipment and overall environment to ensure it is age-appropriate, promotes children's independence and ensures that all children are comfortable when playing. Resources and equipment are well maintained and of very good quality. The child minder consults with children, parents and other professionals in order to continually develop her service and ensure that resources are meeting children's needs. She plans for future developments and consults with children when considering new resources. For example, as children had expressed an interest in telling the time, as well as making their own clock faces to practice with, she had purchased a clock jigsaw puzzle for them to assemble. Her recent Quality of Care identified a mud kitchen would support children's discussions around nature in the garden area, as well as support the growing of flowers and vegetables in the spring, to enhance their understanding.

Leadership and Management

Good

The child minder has a clear vision to continually develop her service. She aims for children to be happy and learn within a relaxed, fun and welcoming environment. She is well organised, and record keeping is of a good standard. However, policies and procedures had not been dated to demonstrate that they are formally reviewed regularly. We also discussed some minor additions to some of the policies. She is a member of an umbrella organisation for professional help and guidance. The Statement of Purpose gives an accurate picture of the service and parents told us they were given lots of information before their child started at the service. Children's contracts are in place, signed by parents and provide clarity about agreed expectations. Children's registers are accurately completed however as family members sometimes work from home it would be beneficial to record this within the register so that it is clear who is on the property during child minding hours.

The child minder consults with parents and children for their feedback into her annual quality review of her service. These consultations are meaningful and lead to improvements to her service.

The child minder ensures that all required training is completed to underpin her working knowledge and practices. Disclosure and Barring Service checks have been completed for all those people over the age of 16 years living in her house.

The child minder builds good relationships with parents and professionals to improve the quality of provision and outcomes for children. The child minder has submitted notifications to Care Inspectorate Wales (CIW), however had not formally informed CIW of all significant events, such as if the service needs to temporarily close. Parents we spoke to were very pleased with the care their children receive stating that they feel their children are happy, safe and developing well in the child minder's care. The child minder keeps parents and carers informed about what their children are learning and how well they are progressing through a communication application and informal updates. The child minder takes children on outings to local parks and the library for them to gain a sense of their community.

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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

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 21 - Notifications of significant events | Ensure Care Inspectorate Wales is formally notified of all significant events. |

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) |
| Review policies and procedures regularly and ensure they are signed and dated. |
| Implement an effective system to observe and monitor younger children's development , in order to identify their next steps. |
| Ensure that registers identify everyone in the home during child minding hours. |

| 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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Date Published 06/06/2024