



Inspection Report

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Cardiff



Date Inspection Completed

14/06/2024

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About the service

Type of care provided.	Child Minder
Registered places	9
Language of the service	English
Previous Care Inspectorate Wales inspection	5 March 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 settled and really enjoy their time at the child minder's home. They have formed good relationships with the child minder and communicate their needs confidently. Children develop skills well and they can make many choices about their care and play.

The child minder is very experienced in her role. 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 uses areas of her premises effectively to provide a homely and safe environment for children. She has plenty of resources that are of good quality and meet the needs of children. The child minder provides space where children can take part in numerous activities, including a well-designed and secure garden. She has useful risk assessments in place that shows how she minimises risks to children.

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 useful report of the findings. She seeks support to make identified improvements if required. 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 playroom 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 join other children, playing happily in the sand. Children are involved in planning activities and future outings. Older children readily ask for what they want, for example, to eat their tea outside.

Children have a warm, relaxed relationship with the child minder and feel secure in their surroundings. For example, children sit and cuddle with the child minder and easily go to sleep with her patting their back. They express enthusiasm and enjoyment with the child minder and talk fondly of memories they share together. Children are familiar with the routines and expectations which helps them develop a sense of belonging. For example, they wash their hands before snack and sit at the table to eat, until they finish.

Children learn to share resources and play alongside each other well. They chat easily to the child minder about what they are doing and are eager to involve her and other children in their play. For example, a younger child approached the mark making area and other children readily got the chalks for them to draw a picture. They praised them for their artwork and the child happily continued to do more 'drawing'. Children cooperate and share resources easily as they build castles in the sand pit.

Children enjoy the activities available to them and concentrate for an appropriate amount of time. A child spent an extended period moulding with dough and making shapes. Others enjoyed dancing and doing tricks in the outside area. They all enjoy doing creative activities, proudly drawing the child minder's attention to their artwork.

Children have opportunities to develop their independence and are encouraged to do things for themselves. For example, older children can change their clothes and access the toilet facilities independently. Younger children are learning to do things such as washing their hands and eating their food successfully.

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. Discussion with the child minder evidenced she is clear on the procedure to follow should she have a safeguarding concern about a child. The child minder 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 when nappy changing. The child minder provides a healthy variety of snacks and drinking water. Parents provide a healthy packed lunch. The child minder ensures regular opportunities to promote 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, daily walks on the school run 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.

The child minder has developed particularly good relationships with the children and families and, as a result, she knows the children well. She communicates effectively with parents to keep her understanding of their needs up to date. She monitors children's development and provides play opportunities and resources that effectively meet their needs and are interesting and fun. The child minder naturally promotes children's learning as they play, modelling words and phrases back to children, counting and naming colours. She is patient and joins in with their play to support and extend their learning. For example, asking "*what other shape can you make?*" and "*is your bucket full or empty?*" The child minder provides plenty of opportunities for children to spend time taking part in activities in the local community, such as toddler groups.

Environment**Good**

The child minder ensures the environment is safe, secure, and well-maintained. The child minder spoke confidently about the measures in place to keep children safe. She ensures she keeps the front door and external gates locked. She keeps a record of visitors to the property. The child minder has basic risk assessments in place and performs daily visual risk assessments. The child minder has policies showing how she protects children from the sun but there is no policy that outlines 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's home is warm and welcoming. There is sufficient space for children to move around freely and lead their own play. Children generally use the front room that is set up as a playroom, as well as the outside area that has recently been renovated to make a very child friendly and interesting area. The child minder also uses another larger lounge for sleep and some activities. The child minder provides easily accessible facilities for toileting and appropriate nappy changing facilities. Children eat their food at a low table and chairs in the playroom or lounge. Children enjoy eating on the dining table outside if the weather is fine. The child minder sits with them and provides close supervision as they eat.

The child minder has a variety of well-maintained resources and equipment for a range of ages. She stores resources and play equipment in labelled boxes in units in the playroom. She has many readily accessible resources such as a play kitchen, dolls and pushchairs and she provides children with many opportunities to choose what they want to play with from items they cannot directly access. The child minder has basic multi-cultural resources such as books, which reflect our diverse society. The environment supports children to develop their independence 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, she works hard to ensure it meets the requirements. She has a statement of purpose that in the main, accurately outlines what the setting provides, allowing parents to make an informed choice about the suitability for their child. She is reviewing this statement to further clarify some areas of the setting. She has developed appropriate policies and procedures and has recently further updated them to reflect changes such as the Additional Learning Needs Code of Practice. She is reviewing the lost child policy and medication policy, to further clarify her practice. She maintains daily records well, for example, attendance registers. The child minder has a policy showing how she ensures she stores records securely and how she complies with confidentiality and data protection laws.

The child minder has a basic process in place to review the quality of the setting. This has helped her to identify improvements that are necessary, and she has successfully used support available to keep her setting up to date with current information and legislation. She asks for the views of children and parents, using their feedback to ensure she meets the needs of the children. The child minder produces a brief report of her annual review, focusing on the views of service users and producing an action plan of what improvements are required. The child minder is committed to making improvements and has successfully completed the recommendations made at her previous inspection.

The child minder does not employ a child minding assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. The child minder 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 Disclosure and Barring Service (DBS) check updated appropriately.

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. 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 1 - Information	Review the statement of purpose to ensure it accurately reflects the numbers of children the setting is registered to care for and the current status of the child minding assistant.

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)
Update the lost and missing child policy to state that any incident will be referred to the local safeguarding board.
Update the medication policy to clarify if and how non-prescribed medication is provided.
Consider expanding the amount of resources representing the Welsh culture and a diverse society.

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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