



## Inspection Report

**Michelle Dyer**

**Cardiff**



**Date Inspection Completed**

13/05/2024

**Welsh Government © Crown copyright 2024.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)  
You must reproduce our material accurately and not use it in a misleading context.*

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">[27 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 relaxed in the child minder's care. They are settled and are thoroughly comfortable in the child minder's company. Children are given consistently good opportunities to make choices about what resources to use and in which activities to engage. All the children have strong and worthwhile bonds with the child minder who responds positively to their feelings.

The child minder is experienced and has completed appropriate training. She has consistently good knowledge and understanding of the processes and importance of keeping children in her care safe. The child minder manages nearly all interactions between the children effectively. She offers worthwhile activities for the children both indoors and outdoors. She positively promotes the health and wellbeing of the children in her care.

The child minder has valuable systems in place to ensure the environment is safe for children. These include consistently good and regularly updated risk assessments. She has also reviewed and updated her regulation policies. Children have access to a range of age-appropriate resources and equipment.

The child minder manages her setting skilfully and successfully. She updates and keeps worthwhile records. The child minder regularly reviews her service and recognises ways to improve the setting. She ensures that children and parents have a role within the process. Partnerships with parents are strong and successful.

**Well-being**

**Good**

Children at the setting are happy and relaxed. They feel comfortable and secure with the child minder. For example, children are happy to chat with the child minder and express their ideas such as drawing around her hand. Within the relaxed atmosphere provided, children have positive attachments and are keen to share their activities with others. For example, they made use of the dolls to role play and this developed into singing together. They know what to expect from their time at the child minder's home. Routine is important to them, such as, when it is snack time or when they want to sleep.

Children are confident to express themselves and make requests as they know the child minder will respond positively. For example, they express what they wish to do next, such as choosing books to share stories and pictures or following their imagination in games with dolls and blankets. Children also express when they require a snack and which song they would like to sing with the toy musical instruments available. Nearly all the interactions between children and the child minder are strong and worthwhile. Children take turns and share resources during activities. Examples include the children sharing the toys and the musical instruments. The child minder is engaged in activities and sits with the children on their levels, asking relevant questions and suggesting ideas. The children respond consistently well to the questioning. For example, when discussing how many arms the doll has, they counted for the child minder.

Children listen and play cooperatively, sharing various resources and positively follow directions and requests from the child minder. Children show positive enjoyment in the activities offered. For example, they talked effectively about the colours of blocks they used as they built a tower and then laughed as the top section wobbled and fell off. They are keen to share their successes with the child minder who compliments them consistently. During the visit, children were free to make use of the resources in the playroom. They persevered to complete activities for an age-appropriate length of time and developed their own play and imagination. The child minder showed evidence of the children's use of the outdoor area to develop their physical wellbeing including using bikes and trikes and balancing and wobble boards.

Children have independent access to the toilet and are encouraged to wash their hands. Children are skilfully encouraged to be independent by choosing what resources to use. They are fully aware of where resources are stored and confidently ask for items not readily available, such as a craft activity. They are encouraged to tidy toys away before getting more out.

The child minder has consistently good understanding of safeguarding procedures. When discussing the procedures she would follow, should she have concerns about a child in her care, she was clear who she should contact. Her policy clearly notes how to recognise signs and symptoms of abuse, and procedures to follow when there is a concern or allegation against herself. The child minder's procedures to ensure children's safety are comprehensive, and she demonstrates effective hygiene measures. For example, she ensures children wash their hands before snacks and after using the toilet. She follows her policies and procedures in relation to nappy changing and infection control. For example, an appropriate changing mat is used, and nappies are disposed accordingly. At present, the child minder does not make full use of PPE (Personal Protective Equipment) during nappy changing. The child minder has comprehensive risk assessments in place for regular activities, such as visits to local playgroups and amenities. The child minder has completed mandatory first aid training, enabling her to deal with accidents effectively. She informs parents of accidents and injuries using appropriate forms which are signed by her and parents.

The child minder provides a calm and caring atmosphere for the children in her care. She is constantly engaged in conversations and discussions with the children. For example, "*It's raining outside, is it going to water our plants?*" and "*Do you remember the tomatoes we grew and the green beans?*" Manners are important and she constantly reinforces their importance with the children. The child minder consistently follows her behaviour management policy to support children. For example, at snack time, she reminded children about sitting appropriately when eating. This was used effectively as an opportunity to encourage children to model appropriate table manners to younger children.

The range of resources offered for children is good and is age-appropriate to the children attending the setting. The child minder has useful resources appropriate for the children and she rotates these regularly. These meet and enhance the children's interests in their play and development. The child minder feeds back to parents of younger children through daily discussions and through individual messaging on social media. The child minder plans activities for the children based on festivals and time of year. Through observations, she tracks children's progress and development. For example, observations included recognising colours, feeding well using a spoon, and can state the days of the week. She provides a range of activities for the children, such as, celebrating 'Chinese New Year,' 'Diwali' and Christmas. She supports children with Additional Learning Needs and works closely with parents and relevant agencies. Incidental Welsh was heard being used with the children on the day of the inspection.

**Environment****Good**

The child minder's home is warm and welcoming and provides a beneficial and valuable environment for children to play and learn. The setting is secure, and doors are locked when children are present. The child minder has comprehensive risk assessments for areas of her home including indoors and outdoors. These documents are stored appropriately but are available on request. Outdoor risks have been further eliminated through useful fencing ensuring pets do not access areas used by the children. The child minder carries out monthly fire drills to ensure that children know how to safely evacuate the property in the event of an emergency. There are worthwhile records of these fire drills including dates, time to evacuate and names of children present. The child minder provides children with valuable space to enable them to engage in their play. The playroom used is clean and comfortable and allows children to make full use of it independently.

The indoor area offers appropriate opportunities to support children's curiosity. It also offers opportunities for the children to learn through role play, building and arts and crafts. The room is accessible and spacious. Children have easy access to a good choice of toys, resources, and role-play equipment. There is access to the outdoor area and resources are stored appropriately. These resources are available when children spend time outdoors. The outdoor area is enclosed by fencing and the child minder ensures appropriate measures have been put in place to keep this area secure. Children have access to various resources such as bikes and trikes, sand box and appropriate furniture. The child minder follows her own "Pet Policy" which states that the pet food will be stored safely. During the inspection, pet food was not accessible to the children as it is stored safely out of their reach. The child minder has arrangements for children to sleep in the downstairs area when required and carries out regular checks on children sleeping.

The child minder provides a varied choice of well-maintained and clean resources. These include a small kitchen, table and chairs, a garage, books and puzzles. The range of resources offered for children is good and was age-appropriate to the children present during the inspection. The child minder ensures children have worthwhile access to stored resources if required. The resources are stimulating, age-appropriate and meet children's needs effectively. We saw children accessing most of these independently and requesting some stored out of their immediate reach. There were a few resources that reflect our diverse society and that promote the Welsh language and culture. These included books and dolls.

## Leadership and Management

Good

The child minder is organised and provides a successful and valuable service. 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 consistently good statement of purpose that reflects the service provided and exceeds the National Minimum Standards. The child minder has comprehensive policies that are reviewed annually. In discussions, the child minder acknowledged the requirement to strengthen a few of her policies. For example, her Uncollected Children and Additional Learning Needs policies. She purposefully 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 worthwhile quality of care review. As part of her evaluation, she seeks feedback from parents and from children. Information collated support her in the evaluation of her service, providing an opportunity to highlight strengths and consider areas for improvement which are clearly noted. The child minder successfully understands the importance of regular training and continuing her professional development. She effectively completes all mandatory training and seeks further opportunities to develop professionally to ensure she can meet the needs of the children in her care. For example, she is currently completing Understanding Autism and Anti-racism training. All household members have current Disclosure and Barring Service (DBS) checks, with a system in place for annual checks. The child minder thoroughly engages with Care Inspectorate Wales (CIW) and other organisations when necessary.

The child minder ensures that communication with all parents and carers is strong and worthwhile. She has all the relevant contracts and permissions in place and keeps all the relevant information to meet children's individual needs. The child minder keeps parents well informed through daily verbal communication and social media messaging. Parents and carers are very happy and positive about the setting. They told us, 'Extremely happy with the care received,' 'She treats my child like family,' and 'He has been very happy with Michelle.' 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 their needs. She ensures that should any concerns arise about a child's progress or development, there are clear procedures in place for sharing information and providing support. There is valuable evidence of joint sessions with other child minders where children are introduced to other children of similar ages. This encourages their social skills and offers opportunities for the child minder to develop links with other child minders.



### 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
------------	---------	--------

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 22 - Environment	Ensure that Personal Protective Equipment is used when changing children's nappies
Standard 5 - Records	Ensure the procedures to be followed in the event of a child being lost notes the requirement to notify Care Inspectorate Wales 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)
Ensure the Additional Learning Needs policy is updated according to latest legislation

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.

### Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

**Date Published** 04/07/2024