



## Inspection Report

**Karen Garrett**

**Cardiff**



**Date Inspection Completed**

05/06/2024

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	03 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>	<b>Good</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Good</b>
<u>Leadership and Management</u>	<b>Adequate</b>

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

### **Summary**

Children are confident to make choices and feel listened to. Play is child led and promotes children's learning and development. Children develop nurturing relationships and a sense of security. They are motivated and enjoy the play opportunities available to them. These experiences encourage them to grow confidence in their own abilities and social understanding and supports 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 boundaries and develop good social skills. She knows the children very well and follows their interests when planning activities.

The child minder has good systems in place to risk assess the environment and keep children safe and healthy. The home is well maintained, 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 clear understanding of her responsibilities and operates her service smoothly.

Children have good opportunities to express themselves and make effective choices. Nearly all activities are child led and children are engaged and motivated in their play. They follow their own interests and show very good levels of concentration. Children's feedback is actively responded to and they told us that the child minder had listened to them and purchased number puzzle and word search books at their request.

Children settle quickly and are eager to play with friends. They have warm and stable relationships with the child minder which helps 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 supports them to develop good social skills.

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, older children chat kindly to the younger children and take an interest in what they are playing with. Children know the rules and expectations and independently start tidying resources away before they leave for school.

Children participate enthusiastically in their play and learning. They move around play areas freely and are excited about their play experiences. For example, an older child showed us how they make their diamond art picture and concentrated on their crafting for a long period of time. They expressed how much they enjoyed the activity and were looking forward to seeing the completed image. Children had great fun with the role play props and were delighted to take on different characters. Children laughed and joked with one another obviously enjoying their play.

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, where to sit at 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 to ensure she delivers care in line with current child care practices and legislation. She also completes additional training such as 'Effective partnerships with fathers' and 'Supporting Children's Emotional Wellbeing' to support her practice. The child minder 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. Her child protection policy did not identify procedures should an allegation be made against a member of her household. Accident, incident and pre-existing injury records are completed and shared with parents. The child minder has a paediatric first aid certificate and is confident to deal with minor first aid situations. The child minder knows the children's individual health needs very well and spoke confidently about how they are managed however she had not recorded all instances of administering medications. She has agreed health care plans for identified children, but we also discussed separate scenarios where a health care plan may be beneficial. 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, she spoke proudly to us about how well children completed their crafting projects. The child minder 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 show effort to complete tasks, telling them '*Well done!*' and '*Good girl!*'. She encourages children to develop good manners and models this herself politely asking and then thanking children for their help.

The child minder creates a fun and stimulating environment to support children's play and learning. She cares for children before and after school and knows their individual and health needs very well. She plans fun activities that are led by children's current interests as she understands that this helps children to focus and engage in learning. The child minder does not formally record her observations as all children are school aged. The child minder supports child's individual learning needs well and happily helps children with their school work liaising with education professionals and parents as needed.

**Environment****Good**

The child minder ensures that children are cared for in a safe, secure and clean environment. The home is well maintained with all required safety checks in place. She has a secure entry system to the premises ensuring that the front door remains locked. The child minder has daily checklists and risk assessments in place which she monitors and reviews effectively. The child minder records all fire drills which are frequently practised with the children, and this helps them develop a good awareness of what to do in an emergency. The child minder also undertakes regular checks of smoke/fire alarms. Children are supervised very well and there is sufficient space and suitable facilities to meet their needs. Play areas are welcoming and provide stimulating opportunities to extend children's play and learning.

The child minder has created a homely environment within the well organised playroom and dining room. She ensures that children have access to a wide range of resources that are suitable for their needs, and which keep them happy and engaged. Resources are stored in low level storage units 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 which has been risk assessed to ensure children play within designated areas. 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 comfortable couch which children use to rest and relax. When using transport children have suitable safety seats, the child minder carries a first aid kit and all belongings are stored in the boot of the car during journeys.

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 a 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.

## **Leadership and Management**

**Adequate**

The child minder operates her service effectively. She is organised, and record keeping is of an appropriate standard. However, policies and procedures have not been dated to demonstrate that they are formally reviewed regularly. We also discussed some minor additions to some of the policies including the safeguarding policy and the complaints policy. She is a member of an umbrella organisation and makes good use of their service to keep up to date and seek professional help and guidance when needed. Children's contracts are in place, signed by parents and provide clarity about agreed expectations. Children's registers are accurately completed.

The child minder informally monitors her service throughout the year to make continual improvements and to meet the changing needs of the children attending. She verbally consults with parents and provides questionnaires to seek children's views to feed into her annual quality review of her service. These consultations are meaningful and lead to positive improvements in her service. Children explained to us that they feel listened to, and the child minder acts upon their ideas and requests.

The child minder works alone but links with other child minders and has nominated one to provide support in an emergency. She 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) and has addressed all of the recommendations from her previous inspection. Feedback and thank you cards we saw from parents demonstrate they are happy with the service and the care the child minder gives to their children. The child minder keeps parents and carers informed about what their children are learning and how well they are progressing through regular updates.



### 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 11 - Medication	Written records are consistently kept of all medicines administered to children.

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 a suitable health care plan is identified to respond to children's individual health needs including allergies.	
Ensure that all policies and procedures are reviewed to stay in line with current practice and that they are dated as evidence that this is being undertaken regularly.	

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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