



## Inspection Report

**Ceri Evans**

**Penarth**



## **Date Inspection Completed**

15/05/2024

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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	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>	<b>Excellent</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Good</b>
<u>Leadership and Management</u>	<b>Good</b>

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

### **Summary**

Children thoroughly enjoy their time at the child minder's home. They have an extremely strong voice and can make choices about how they spend their time. Children happily choose toys and activities which interest them from the selection available or confidently ask for what they want from the shelves. They have very positive and affectionate bonds of attachment with the child minder and each other.

The child minder provides a nurturing and caring service and meets children's needs successfully. She manages children's behaviour consistently and sensitively. The child minder offers a range of free play opportunities and plans outings and trips to extend children's experiences.

The child minder ensures her home is safe, clean, and well maintained. The premises are welcoming and homely. Suitable risk assessments are in place. The child minder provides a range of engaging resources, that support children's play and development.

The child minder manages her setting well and provides a child-centred service. Paperwork is well organised and regularly reviewed. The child minder reviews her service annually and is receptive to feedback.

**Well-being****Excellent**

Children are very happy and relaxed with the child minder. They have a very strong voice and make many choices about how they spend their time. For example, older children choose from a range of resources and games before they go to school and younger children can choose to play at the dining table or in the living room. Children of all ages are extremely confident communicators with the child minder and each other. They know if they ask for something the child minder will listen and respond.

Children feel safe, secure, and valued. They settle very quickly when they arrive and cope very well when separating from parents. They form close, positive bonds with the child minder who knows them very well. Children know and follow the routines of the day which helps them develop a strong sense of belonging. They make strong relationships with each other and begin to play together, as well as alongside each other, from an early age. We saw older children be caring and kind towards younger ones, helping them to draw or find their shoes.

Children behave and interact extremely well. They learn to share, take turns, be polite, kind, and caring. They listen well and follow instructions. For example, when it is time to eat or get ready to go to school. They walk to school together and have learned to be careful along the road and when crossing.

Children thoroughly enjoy their play and learning. They are engaged and interested in the activities provided for them and develop excellent concentration and perseverance. They spend extended periods playing with playdough, doing puzzles, drawing, or playing games. They confidently ask for the things they want. We saw young children spend a very long time with the child minder adding to and altering a large and complex model. They had started building this previously with connecting blocks and animal figures, they said it was a zoo and played imaginatively and purposefully with it. Children successfully develop their skills and knowledge through the play opportunities they have access to. They also have excellent opportunities to extend their experiences through trips and outings.

Children develop independence and self-help skills well. They make decisions about what they do, and the oldest children can walk into their separate school entrance unaccompanied but in sight of the child minder. From a young age, children learn to succeed in doing things for themselves. They eat independently, manage their own personal care, hang up their coats and put on their own shoes, which has a highly beneficial impact on their self-esteem.

**Care and Development****Good**

The child minder works effectively to keep children safe and healthy and has a range of useful policies and procedures to support her with this. She understands her responsibility to protect children and has recently updated her training in line with the requirements of the revised National Minimum Standards. The child minder has suitable recording formats in place for accidents, incidents, pre-existing injuries, and any medication administered. She accurately records the times of children's attendance. We saw good hygiene procedures followed in relation to nappy changing. The child minder ensures children wash their hands and she cleans the table before and after eating. She provides some healthy snacks after school, whilst parents provide other snacks and packed lunches. The child minder is aware of children's allergies and food preferences although she did not collect more detailed information about how to respond should an allergy be triggered. Since the inspection, she has confirmed she has developed an allergens policy along with a form for more specific medical details from parents. The child minder further encourages a healthy lifestyle as she ensures children get plenty of fresh air and exercise.

The child minder's interactions with children are positive, demonstrating genuine warmth and kindness. She manages their behaviour well and deals with minor issues sensitively and calmly. As a result, children learn to share, take turns, and get along with each other. They learn to be kind and polite and many say please and thank you spontaneously. The child minder creates an environment where children have fun and are happy and relaxed in each other's company. She always acts as an excellent role model.

The child minder successfully meets children's needs through a play-based approach. She supports their play and learning well by providing a wide variety of resources and activities and responding to children's requests for alternatives. The child minder joins in with the children's play, supporting them to play games, or complete puzzles and extending their thinking with appropriate comments and questions. We heard the child minder use some incidental Welsh during her interactions with children. The child minder further enhances children's experiences and understanding of the wider world with regular trips out such as to the harbour to see a Spanish ship, to local playgroups, parks, and beaches as well as further afield during school holidays. She ensures older children have age-appropriate games and resources to choose from and interest them. The child minder tracks the development of younger children, although she has not yet considered the Quality Framework for Early Childhood Play, Learning and Care in Wales. The child minder has a good Additional Learning Needs (ALN) policy in place and has completed an introductory course to ALN provision which will support her should she care for any children with identified or emerging ALN.

## Environment

**Good**

The child minder's home is clean and well maintained. It is safe and secure with external doors locked and keys inaccessible to children. Safety features such as baby gates are in

place as appropriate. The child minder keeps a record of visitors to the premises. She has suitable risk assessments in place which she uses to monitor her home and car regularly. The child minder ensures she has an annual gas appliance service and records periodic smoke alarm and carbon monoxide monitor checks. She carries out and records regular fire evacuation practises.

The child minder creates an environment that is child friendly and homely. Children have space to move around and play. They have use of the interconnecting dining room and living room. They use the large dining table for eating and it is also ideal for messy play such as playdough, drawing or playing games. The living room provides comfortable seating for relaxing and floor space for younger children to play. Most children can independently access the bathroom which is on the first floor. There is a small, attached garden at the back of the house which the child minder said she uses in the better months of the year. We did not see it in use on the day of our visit. She makes good use of spaces in the wider community to give children access to outdoor play and learning.

The child minder provides an extensive range of good quality resources that are clean, safe, and suitable for the children using them. She stores most resources in tall open shelving units. However, the layout of the rooms means that children cannot easily access many of them independently as they are behind the table or too high for them to reach. The child minder ensures she offers children a good choice of activities and children know they can ask for what they want.

## Leadership and Management

**Good**

The child minder has a good vision for her business. She runs a child-centred setting well. Paperwork is well organised, easily accessible, and regularly reviewed. The child minder has a comprehensive range of good policies to support her in the safe and smooth running of her setting. She provides an up-to-date Statement of Purpose that accurately reflects the services offered and is useful for parents.

The child minder understands her responsibility to review her practice. She seeks the views of parents and children and uses them to inform an annual Quality of Care review that offers some evaluation of her setting and practice. The child minder does not always identify improvements she would like to make through her review but is receptive to feedback and committed to ongoing improvement. She has made some minor amendments to documentation since the inspection visit.

The child minder ensures she keeps up to date with mandatory training such as paediatric first aid, safeguarding and food hygiene and undertakes other training such as relating to ALN as it becomes available. She ensures she maintains a current Disclosure and Barring Service (DBS) for herself and relevant household members.

The child minder develops very strong partnerships with parents. She keeps them well informed about their children and what they do through a variety of methods. She collects all relevant information before children start with her to ensure she can meet their individual needs. We saw many highly complimentary thank you cards and messages of thanks from parents and all those we spoke to were extremely happy with the service they receive from the child minder.



### 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 10 - Healthcare	Ensure consistent implementation of new policies and procedures relating to allergies or children's medical needs.
Standard 18 - Quality assurance	Further develop the Quality of Care review to be more evaluative of outcomes for children so that it better supports planning for improvement.

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)
Consider the Quality Framework for Early Childhood Play, Learning and Care in Wales to support assessment and planning.
Consider ways to organise the environment to further support children to independently access toys and resources.

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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