

## Inspection Report

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**Cardigan**



**Date Inspection Completed**

15/10/2024

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	29 January 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is making a significant effort to promote 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 very happy and relaxed with the child minder. They are confident and feel safe and secure to explore her home. Children’s interactions are good. They enjoy their play and learning opportunities and develop good independence skills.

The child minder has a good understanding of her responsibilities to keeping children safe and healthy. She interacts with the children in a positive and kind manner. The child minder is a good role model and effectively supports and enhances children’s developmental next steps.

The child minder’s home is very clean and well maintained. She creates a homely and enabling environment which enhances children’s personal independence skills. The child minder organises the resources to ensure children have a suitable range of toys for their ages and stages of development.

The child minder is very organised and strives to provide positive outcomes for children and families. She is an experienced and qualified child minder who completes a quality-of-care review for her setting. Partnerships are effective.

## Well-being

## Good

Children are happy and relaxed with the child minder. They feel safe to explore the areas and resources available to them with confidence. Children are settled and feel close to the child minder. For example, they choose books for the child minder to read to them. Children feel a sense of pride and achievement in what they do. They proudly show the child minder their painted Halloween decorations shouting, “*Look Emma!*” and smile as they are praised for their efforts. Children feel very happy when they receive stickers for being good and share their excitement with others.

Children have a strong voice and confidently make choices about what affects them. They move around the home and resources confidently. They play with the role play kitchen making ice creams, complete jigsaws and play with cars. Children communicate well. They ask or point to their drink bottles when needed and inform the child minder when they have had enough to eat, which is respected. Children know their preferences and opinions are respected. They choose their favourite colours to paint their Halloween decorations and choose their desired picture sticker as a reward.

Children’s interactions are very positive. They play remarkably well alongside each other for their ages and stages of development. For example, they share role play resources and jigsaw pieces successfully. Children respond well to interactions by the child minder and have a close relationship with the child minder. They happily sit with her sharing lots of laughter and fun. Children are developing good manners and repeat ‘thank you’ and say ‘ta’ for their food, as well as occasions when they receive help from the child minder.

Children enjoy their play and learning opportunities. They play with dinosaurs and dolls with some imagination. Children work together to complete tasks effectively. For example, they listen to stories and work together to prepare a pizza. Children concentrate for a reasonable amount of time when moulding playdough shapes with cutters.

Children have effective opportunities to develop their independence skills. For example, they strive to put their own shoes on before going outside and attempt to put their own aprons on to do some painting. Children are very familiar with their daily routines. They access the toilets easily and can wash and dry their hands with the support of the child minder, when needed. Children are developing physical skills, creative skills, language and early mathematical skills, naming shapes and colours when prompted.

## Care and Development

Good

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She follows her policies and procedures, as well as a good understanding in relation to child protection and welfare. The child minder responded positively to questions in relation to potential safeguarding scenarios, and steps she would take if there was a child welfare concern. She has recently completed the advanced safeguarding training, paediatric first aid and food hygiene training. The child minder keeps records of incidents, accidents, pre-existing injuries and medication records. She ensures her nappy changing procedures adhere to infection prevention and control guidance and policy. For example, she uses personal protective equipment such as apron and gloves to change nappies and disposes of these, sanitising the changing mat between each change. She promotes a healthy lifestyle ensuring children have plenty of fresh air and exercise by going outdoors when the weather is promising. The child minder encourages parents to bring healthy snacks of fruit for the mornings and a healthy packed lunch, with drinks from home.

The child minder interacts positively and kindly with the children. She is patient and caring, managing children's behaviours skilfully using gentle encouragement and distraction techniques to ensure children are content and happy. She promotes children's positive self-esteem and confidence by praising them continuously as they work together to complete a jigsaw puzzle saying, "*keep trying, well done, you're too clever!*" The child minder is a good role model. She encourages children to say 'please' and 'thank you.' She provides cuddles and comfort when children are tired or in need of reassurance.

The child minder effectively supports children's play and learning. She provides a play-based setting where children can follow their own interests and lead their own play. She promotes the Welsh language by naming colours and shapes with children as they look at books and complete puzzles. She enhances children's vocabulary by discussing the contents of books and characters with children. The child minder is aware of children's progress and development and knows the children well. She provides a developmental milestone assessment for each child and enhances their developmental next steps through play. The child minder promotes children's knowledge and understanding of the world through outings, trips and craft activities. For example, she prepares craft activities at her home and encourages children to participate in activities at playgroups. She ensures children have experiences of learning about different cultures and diversity. These include Chinese New Year, annual celebrations and the Welsh St Davids Day and Santes Dwynwen Day. The child minder has good knowledge and understanding of children's additional learning needs and knows where she can access support for children, if needed.

## Environment

Good

The child minder's home is very clean and well maintained. It is safe and secure with external doors which are locked. Safety features such as baby gates are in place indoors and outdoors to keep children safe, and risk assessments are carried out ensuring any potential risks to children indoors, outdoors and during outings are eliminated so far as possible, and these are regularly reviewed. The child minder keeps a record of visitors to the setting. She ensures that all maintenance checks are regularly conducted, and fire alarms are tested. However, the child minder does not currently conduct and record regular fire drills with children. This is an area for improvement, and we expect the child minder to take action.

The child minder has created a warm, clean and spacious environment which is suitable for children both indoors and outdoors. Children have access to suitably sized dining tables and chairs and highchairs for younger children. These areas are used for messy play and creative activities such as playdough, painting and sticking activities. The property is a bungalow and therefore all toileting areas are accessible near the living area, dining area and kitchen. The child minder ensures the toilet and wash area has aids to assist children to develop independence whilst going to the toilet, with liquid soap and paper towels for the children. Privacy and dignity of children is always respected and there are areas where children can rest and relax, when needed.

The child minder provides a range of good quality resources which are suitable for the children's ages and stages of development. There are a range of English and Welsh books and books which promote cultures and diversity. The child minder has a range of puzzles, games, jigsaws and crafts which enhance children's Welsh language skills, problem solving skills and mathematical skills and vocabulary. She provides construction toys, small world toys, role play toys, crafts and physical play toys for the outdoors. There is a patio and grassed area outside the home and an extended field beyond the household that can be used by the children attending, under the supervision of the child minder.

## Leadership and Management

Good

The child minder runs a very organised setting, to provide good outcomes for the children and their families. The policies and procedures are regularly reviewed, and the safeguarding policy has been amended during the inspection to include the 'Wales Safeguarding Procedures.' The statement of purpose is compliant with regulation and is a good reflection of the running of the setting. The child minder has good knowledge and understanding of the regulations and National Minimum Standards (NMS). She has current insurance for the car and public liability insurance is in date.

The child minder understands her responsibility to review her practice. She seeks views from parents and children to inform her of positive practice and areas for continuous development. The child minder has created a quality-of-care review of the setting, which highlights current good practice and areas which she has identified for further improvement, which includes further training. She has already embedded many of these actions for further training.

The child minder is a qualified and very experienced child minder, who is committed to her continuous professional development. Training completed include the Additional Learning Needs (ALN) code of practice, Adverse Childhood Experiences (ACEs), children's behaviours training, Autism, incident reporting, as well as first aid, food hygiene and advanced safeguarding. The child minder ensures that she engages with Care Inspectorate Wales (CIW) about changes to the setting and has completed the annual Self-Assessment of Service Statement (SASS). Disclosure and Barring Service Checks are renewed in a timely manner.

Partnerships with parents and carers are strong. Parents feel that their children are very happy and love their time at the setting. They say that the child minder is lovely and very accommodating towards their family's needs. Parents receive daily verbal feedback, photos and emails about their children's care and activities, and are aware of the setting's policies and procedures. They say the child minder goes 'above and beyond' to give the best care for their children, and the relationships she has built with children is excellent. The child minder ensures she gives opportunities for children to attend playgroups, and regular trips to local attractions such as the wildlife park, cafés, parks, soft-play, coastal farm park, dinosaur park, and local beaches.



### 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.

### Area(s) for Improvement

Regulation	Summary	Status
38	Ensure fire drills are conducted and recorded.	New

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.

<b>National Minimum Standards</b>	
<b>Standard</b>	<b>Recommendation(s)</b>
	No NMS Recommendations were identified at this inspection

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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