



## Inspection Report

**Heidi Edwards**

**Cardiff**



**Date Inspection Completed**

26/03/2024

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	10 October 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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Adequate</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

### **Summary**

Children’s well-being is at the heart of the setting. They feel secure, happy, and comfortable. Children form close and affectionate relationships with the child minder. They play confidently together and express themselves well in accordance with their ages and stages of development.

The child minder is supportive and responsive to the needs of the children. She knows the children well and is confident in her role, although her knowledge requires refreshing in some areas, such as safeguarding. The child minder provides activities and resources that are interesting to children. However, she does not record children’s development, which would strengthen her ability to support children in progressing their skills.

The setting is welcoming and friendly. Toys and play equipment are age appropriate and in very good condition. There is suitable space and facilities to encourage children to play and learn, although the excess volume of resources in the playroom hampers play at times. Children enjoy regular visits to the local parks and community venues, and some access to the garden at the property.

The child minder manages the setting mostly appropriately. It is clear that she has a passion for her work. Operational records are in place and suitable, and safety checks completed. Some improvements are required to update policies and ensure all practice and understanding is up to date. The child minder works well with parents; they are very complimentary of her.

**Well-being****Good**

Children make choices and very much enjoy the time they spend at the child minder's home. They are confident to speak up and make their needs and wishes known. They have consistent opportunities to follow their play interests and to make decisions and choices about what they like to do. Children chat animatedly with the child minder and they have nice conversations. Some children are able to communicate confidently verbally, and some use non-verbal methods such as pointing, to show the child minder what they want and like.

Children are happy and familiar with the home and are comfortable with the routines of the setting. They are confident to move around independently, selecting toys and resources of their choosing, assisted by the child minder when necessary. They follow their interests and are supported effectively to enrich their play opportunities. They are forming positive bonds of attachment with the child minder and enjoy her involvement in their play. They are relaxed and comfortable with her, approach her for cuddles and reassurance, and receive encouragement and praise to support their confidence and well-being.

Children are learning to manage their own behaviour and interact nicely in the setting. Their efforts are acknowledged and complimented. Young children play happily alongside one another and occasionally come together in their play, often with the help of the child minder. Children are learning and trying to share, and they are praised for their kindness, which gives them reassurance.

Children are enthusiastic, interested in their play, and enjoy a good range of opportunities. They benefit from an ample selection of play and learning opportunities suitable for their age and stage of development, for example, small world toys and role playing. Children concentrate for a good length of time. They have regular trips to the park and other outdoor areas to extend their social experiences.

Children have opportunities to develop new skills and become independent, enabling them to do things for themselves. They access resources they want confidently, or ask the child minder for help if they cannot find something. They are given time and space to select their own toys and follow their own interests, supported by the child minder when required. A young child showed confidence in looking through stored resources in the playroom, picking out toys and moving happily from one play activity to another.

## Care and Development

**Adequate**

The child minder has an adequate understanding of her role and responsibilities, but this must be strengthened and updated in some areas. In the main, the child minder follows suitable procedures to keep children safe and healthy. She maintains paediatric first aid training so that she can meet children's needs and ensures Disclosure and Barring Service (DBS) checks are updated as necessary. She provides appropriate meals and snacks for children and the children benefit from a healthy eating approach which takes account of any individual dietary requirements. The child minder follows effective accident, incident and medication recording systems. However, she is not confident in her understanding of child protection and safeguarding, and she has not undertaken training in this recently.

The child minder treats children warmly, with dignity and respect. She sets realistic boundaries, is a good role model and uses a consistent approach to managing behaviour, taking account of the children's age and understanding. The child minder is positive and warm when guiding children's behaviour, using praise for positive behaviour and gentle reminders for minor unwanted issues. She speaks with the children in a consistently calm and reassuring manner, which puts them at ease.

The child minder provides a nurturing and caring environment in which children's development is promoted and their needs are met. The child minder ensures that children are able to exercise choice over the activities they engage in. She is aware of the principle of learning through play and the Curriculum for Wales. She takes into account children's interest and abilities, which ensures children respond well, are interested and engaged. She also gives some consideration to the skills she aims to develop in the children through the various activities she provides. However, little activity provision is planned, and she does not keep a record of children's development to use to support her in planning to meet their next steps in learning and development. Recording activity planning and introducing developmental records to identify the next steps in child's learning were recommendations at the last CIW inspection and have not been addressed. Some items in the home are labelled in English and Welsh. However, we heard no incidental Welsh being spoken by the child minder, and there was little evidence of the inclusion of the Welsh culture or the diverse cultures of modern Wales in the provision for children.

**Environment****Adequate**

Children are cared for in a clean and safe environment. The child minder carries out a daily visual risk assessment and good cleaning routines throughout the play space. The formal written risk assessments of the premises are not specific to the setting and should be reviewed. The front door was kept locked during the inspection. Clean, hygienically maintained toilet and hand wash facilities are available on the ground floor, which the children use independently. The child minder maintains relevant insurances and an annual gas safety certificate for her home. She undertakes fire drills regularly and these are recorded appropriately. Registers of children's attendance are appropriately maintained but do not capture children's surnames.

The facilities and equipment provided meet the children's needs. The home is welcoming and friendly, well maintained, and there is a good standard of cleanliness and repair throughout. Children access a dedicated playroom and a large open plan kitchen and dining area. The environment is decorated in an inviting, child-friendly way. The way in which resources are stored means that children can access most of them independently, and this helps to facilitate their free choice. The garden is accessed from the kitchen, although children did not make use of it during the inspection. We noted that the children were unnecessarily distracted by the television that was on in the background for much of our visit, and which was then compounded by music and stories played on an audio device. We discussed with the child minder the impact we observed on children's engagement in their play. We also informed the child minder that background noise can be detrimental to developing speech in young children. This practice was raised at the last CIW inspection and has not been addressed.

Children have access to toys and equipment that are appropriate and suitable to their needs. The resources at the setting cover a wide range of play opportunities for the ages of children cared for. We saw children freely accessing the stored resources on many occasions, easily finding what they wanted to play with. Whilst the playroom is a rich, attractive environment for play, there are too many resources within the space and this hampers the children's play at times, for example when they were enjoying pushing dolls prams and shopping trolleys which required some clear floor space.

**Leadership and Management****Adequate**

The quality of leadership and management is not consistent. The child minder is experienced and clearly passionate about providing good quality care. However, there have been lapses where necessary actions have not been taken. There is a statement of purpose providing parents with essential information about how the setting runs. This was not up to date and did not contain of the information needed, but the child minder put this right and submitted an updated Statement of Purpose promptly. There are policies in place to guide how the setting operates. However, they have not been kept under adequate review and must now be reconsidered and updated in line with the new National Minimum Standards and other relevant guidance. Additionally, events that are notifiable to CIW, such as changes to the people living in the home, were not notified to us.

The child minder formally monitors the quality of her setting but this not sufficiently effective to ensure that the necessary actions are taken to keep the service up to date. There is a system in place to ensure that a formal self-evaluation of the service is undertaken on at least an annual basis. The Quality of Care report demonstrates that the child minder consults with parents and children. However, further evaluation is required on the next occasion it is undertaken, reflecting on what the child minder has done to improve the service in the past 12 months, and what she intends to improve upon in the following 12 months.

Robust procedures are in place to ensure the child minder is suitable to care for children. The child minder and relevant members of her household have DBS checks in place and she has a system to ensure they are updated. Continuing professional development has not been a strong focus of the child minder since the last inspection but she expressed that she is committed to further improve her understanding of child care and related matters, starting with child protection training imminently. She has contingency plans to deal with emergencies and nominated people in place who can be called upon in an emergency.

The child minder understands the importance of working in partnership with parents to ensure children receive support required to meet their individual needs. She gathers information about children's preferences and needs before they start. The child minder keeps parents well informed. She provides daily photographs and updates of children's experiences at the setting via a digital app, and provides verbal feedback to parents on collection.



### 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 20 - Child protection	Ensure a robust understanding of how to deal with child protection and safeguarding issues, and attend relevant training.
Standard 7 - Opportunities for play and learning	Observe and record to children's development to help plan for the next steps for the children's play, learning and development
Standard 24 - Safety	Risk assessments must be reviewed and updated to ensure they are specific to the service, and the records must demonstrate these are kept under review and updated as necessary
Standard 5 - Records	Include children's surnames on registers of attendance
Standard 21 - Notifications of significant events	Ensure all notifiable events are reported to CIW
Standard 6 - Working in partnership with parents	Review and update all service policies. Date the policies, keep them under review, and ensure the service operates in full knowledge of them. Share the updated policies with parents
Standard 18 - Quality assurance	Ensure the quality of care review represents a continuous improvement cycle; reflect what has been done to improve the service in the past 12 months, and what improvements are intended for the following 12 months

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)
Strengthen the inclusion of the Welsh language and the diverse cultures of modern Wales
Reduce the use of the television, as well as background noise such as music, for times

where it is not being used for a specific purpose

Ensure there is sufficient room in the play space so that the presence of resources doesn't hinder children's play

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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