



## Inspection Report

**Sarah Probert**

**Cardiff**



**Date Inspection Completed**

21/05/2024

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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	This is a post registration Inspection.
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Excellent</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Excellent</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 extremely happy, confident, and relaxed at the setting. They have strong bonds with their friends and the child minder. Children are very excited and interested in their play and learning and the range of activities that the child minder provides. Children are developing their independence well.

The child minder has a good understanding of her role in keeping children safe and healthy. She provides safe and nurturing care. The child minder manages interactions well and uses positive strategies to support children's behaviour. She knows the children and their individual needs very well. The child minder provides a good range of activities that children find very engaging and promotes their learning and development.

The environment is very safe and secure. It provides children with a very inviting, light, and bright area to play, with a relaxed 'home from home' feel. The outdoor area provides exciting and engaging opportunities for children to play and learn in the fresh air. There are an excellent range of resources which enables children to take part in a variety of different activities. She makes excellent use of the local area to provide enriching outdoor experiences.

The child minder has a clear vision for her service, placing children's wellbeing at the centre of all she does. She manages the setting successfully and has built very positive partnerships with parents.

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

Children are extremely confident in communicating their wants, needs, thoughts, and ideas. For example, children confidently tell the child minder about their school day, discuss topics that interest them, and ask questions and for help when they need it. They know the child minder fully considers them and is very interested and responsive to their needs. Children consistently receive excellent opportunities to make choices and decisions about what affects them, and their voice is strong. For example, children choose excitedly to go for a walk to the park after lunch, and later choose from a very wide range of toys and resources both inside and outside.

Children are extremely happy, settled and enjoy attending the setting. They feel safe in the child minder's consistent care. Children benefit from very strong bonds with the child minder, who knows them well. For example, they run out from school eagerly to see her with smiles on their faces. Children also feel relaxed and comfortable with the child minder's husband who she employs as a part time assistant. Children talk, chatter, and laugh with the child minder throughout the day and have a wealth of happy shared experiences and memories. For example, they chat together with the child minder about previous walks to the park and what they have done and seen together.

Children develop strong friendships with each other at the setting. They play happily with and alongside each other and enjoy sharing experiences together. Children show respect for each other and take care of equipment and resources around them. They are learning to manage their behaviour, co-operate, take turns and share. For example, we heard children work out between themselves how they would manage turn taking with various resources and then saw them implement their plans contentedly.

Children are highly motivated and engaged in their play and learning. They enjoy the excellent activities and resources available to them. For example, children excitedly look out for terrapins, coots and their chicks on a walk, laugh with enjoyment as they use the play equipment in the local park and are happily absorbed in imaginative play with the small world toys at the setting. They enjoy the adult led activities as well as free play, for example, children cry out with delight as they play 'Lava monster' with the child minder.

Children have excellent opportunities to develop their independence skills, appropriate to their age and stage of development. For example, children take their shoes on and off, are responsible for their possessions, independent in the toilet and learn about road safety during the school pick up.

## Care and Development

Good

The child minder has a good understanding of her role and responsibility to keep children safe. She has a very clear understanding of safeguarding issues, the signs and symptoms of abuse, and her own duty to report any concerns. She has up to date mandatory training including safeguarding, paediatric first aid and food hygiene. The child minder encourages health and hygiene at the setting. For example, we saw her encourage children to wash their hands before food was served. The child minder carries out regular fire drills with the children ensuring that they are familiar with what to do in an emergency. She has appropriate systems in place to record accidents, incidents, and pre-existing injuries. During the course of the inspection the child minder began to review and strengthen these systems of recording, in order to make them more robust and enable her to easily monitor for patterns and trends. The child minder has a good knowledge of children's allergies, dietary requirements, and medical needs. She keeps registers of children's attendance. The child minder has a range of written risk assessments in place. She proactively identifies and manages emerging risks and activities well, balancing risk of harm against the benefits for children's development. However, although the child minder could discuss confidently how she managed risk, she had not produced formal written risk assessments of all activities and equipment. The child minder ensures children have access to daily outdoor experiences, both in her garden and in the local area. This offers children the benefits of physical exercise and fresh air.

The child minder is very responsive, caring, and warm in her interactions with the children. She is a good role model and uses plenty of praise and encouragement to support children and reinforce positive behaviour. Her enthusiasm and positive, cheery attitude permeate through the setting and sets the tone for interactions.

The child minder knows children very well, and she ensures they receive care which meets their individual needs. The child minder naturally extends children's play and learning throughout the day, as she shares activities with them. For example, she discusses numbers with children in a very engaging way as they walk to school and extends their knowledge of the natural world as she chats with them about what they observe at the park. The child minder organises imaginative activities which children enjoy. For example, children enjoy attempting an obstacle course constructed in the garden. The child minder keeps photos and some limited observations of children's activities and shares these with parents. She has a good understanding of children's levels of development and any health needs. However developmental records, updated health information and next steps are not formally recorded on children's files. The child minder uses incidental Welsh with the children.

**Environment****Excellent**

The setting is very safe and secure. The external entrances are locked, and the child minder ensures only authorised access. The back garden is securely fenced. Routine safety certificates are up to date. Thorough safety precautions are in place throughout the downstairs of the house and in the garden area. For example, safety gates are in place to restrict access for children to areas such as the stairs and kitchen, and the hazard presented to young children by the large steps to the lower level of the garden can be closed off using an extendable gate. Risk assessments for the environment are effective and the child minder completes safety checks indoors and outdoors daily. Minded children do not access the upstairs area. The child minder uses her car for trips out. She ensures MOT and insurance certificates are up to date.

The home environment is warm, comfortable, and very well maintained. It provides children with a light, bright and very inviting area to play. They benefit from a 'home from home' atmosphere, allowing them to relax as well as play and learn. Children have access to the sizeable open plan lounge, playroom, and dining area. They are able to access the toilet area independently. The back garden has two levels, an upper paved area and a lower lawned area. When weather permits, children can move freely between indoors and outdoors. The child minder has worked hard to develop an outdoor play space for children which offers them the opportunity to take risks and overcome physical challenges. There are exciting and interesting play areas including a slide and climbing area, monkey bars, swings, and a playhouse as well as other toys such as small world toys. The child minder makes outstanding use of the surrounding local area to provide children with very frequent, highly enriching outdoor experiences. Within a short walk of the setting is a large park where a lake, a natural wooded area and play apparatus offer many opportunities for children to learn and enjoy new experiences.

The child minder has a very large quantity of high-quality age-appropriate resources, toys, and games, as many as possible of which are stored at children's height in the cupboards in the playroom. The child minder regularly checks these to ensure they are safe and in good condition. The wealth of choice of toys and resources ensures that all children can find something that interests them.

## Leadership and Management

Good

The child minder has a clear vision for her service, she is energetic, enthusiastic, and committed to supporting the highest levels of wellbeing and outcomes for the children she cares for. The child minder organises her setting well. There are a good range of policies and procedures in place, however, a few policies did not match current practice and some required further development. There is an up-to-date statement of purpose, which is compliant with regulations. Public liability insurance is valid. Children's contracts are well organised and contain parent consent forms and all the necessary information about children needed to meet regulations. Documents are stored in an organised manner.

The child minder seeks the views of children and parents as part of her self-evaluation and planning for improvement. She completes an annual quality of care review of her service. The child minder is fully engaged with the inspection as part of her self-evaluation and improvement. She has the required qualifications and keeps her mandatory training updated. The child minder manages her time and resources well.

The child minder's husband is employed as a part time assistant at the setting. His staff file is up to date and the child minder undertakes all relevant checks to ensure he is suitable to work with children.

The child minder has very strong partnerships with parents. Parents gave us feedback that they are extremely happy with the standard of care given. They told us their children are very happy at the setting and always thoroughly enjoy attending. Parents commented positively on the energy and enthusiasm of 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 24 - Safety	Complete an annual review of existing risk assessments and ensure that risk assessments are carried out for activities and equipment.
Standard 7 - Opportunities for play and learning	Develop systems for observing and recording children's development and planning for next steps, and ensure health information on children's files is updated regularly.

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)
Review policies and procedures to ensure they match practice and develop and strengthen policies for dealing with warm weather and illness.
Continue to strengthen systems for monitoring accidents, incidents and pre-existing injuries so that any patterns and trends are identified swiftly.

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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