



Inspection Report

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Cardiff

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

11/03/2024

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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	16 January 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>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy and form warm relationships with the child minder. They enjoy their time at the setting and are confident to communicate their needs. They receive encouragement from the child minder and speak freely. Children know they will be listened to and their opinions matter.

The child minder is kind and supports children in a calm and positive manner. She is aware of the procedures she must follow to keep children safe and healthy. The child minder prepares fun activities and play experiences that promote children's development.

The child minder ensures her home is a safe and comfortable environment for children. She monitors and manages hazards and risks effectively. The child minder provides a good range of resources and facilities to enable children to take part in a variety of activities.

The child minder is professional in her approach and well organised. She manages her setting well, in line with the National Minimum Standards for Regulated Childcare. She has the required policies and procedures in place to ensure the smooth running of the setting. Parents are very complimentary of the child minder and the service she provides.

Well-being

Good

Children are happy and settled in the child minder's home. They move freely around the playroom and choose independently from the resources stored at child height. We saw children access toy storage boxes on their own and confidently choose from a variety of toys. Children are confident to follow their own interests and to express themselves to the child minder. For example, children who can speak confidently ask for a drink of water and younger babies express what they want by handing toys to the child minder.

Children have a warm, relaxed relationship with the child minder and feel secure in their surroundings. For example, children sit and cuddle with the child minder to have a story and express joy when looking at the pictures. Children are familiar with the routines and expectations which helps them develop a sense of belonging. We saw children play with their favourite familiar toy and sing nursery rhymes they had learnt at a local play group they attend with the child minder.

Children enjoy playing alongside each other. They chat easily to the child minder about what they are doing and are eager to involve her in their play. For example, children made ice-cream and other treats in the role play kitchen and handed them to the child minder who commented on how delicious they are. Children cooperate and happily share resources, treating them with care and respect. We saw children carefully pick up the small pom poms after playing a colour matching game with them.

Children benefit from the activities available to them and concentrate for an appropriate amount of time. We saw younger children enjoy filling and emptying a bowl with wooden food whilst older children completed a vehicle themed drawing activity. Children are fully engaged in play activities and have opportunities to lead the learning themselves. For example, after completing a planned drawing activity, children used the pens to create their own pictures which they proudly showed off.

Children have opportunities to develop their independence and are encouraged to do things for themselves. For example, children collect their own changing bags before a nappy change, wash their hands themselves and choose toys independently.

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She is knowledgeable about the procedures to follow should she have any concerns about a child in her care. The child minder currently uses the Wales Safeguarding Procedures app, however there is no reference to this guidance in her safeguarding policy. The lost and missing child policy does not state the child minder will notify the local safeguarding board if an incident occurs. The child minder has current paediatric first aid training, enabling her to deal with any accidents or emergencies which may occur. She keeps a written record of accidents and significant pre-existing injuries; parents sign these forms and receive a copy. At the time of inspection, accidents, incidents and pre-existing injuries were not monitored to identify potential safeguarding concerns. Since the inspection the child minder told us she has introduced a system to monitor these records. The childminder has pet guinea pigs who live in the shed in the garden. She has a pet policy in place and assesses the potential risk for children and reduces or eliminates those where possible. The child minder implements effective cleaning routines and practices to help prevent the spread of germs. For example, she washes her hands after helping to wipe children's noses and she ensures children regularly wash their hands. The child minder encourages children to have a healthy diet by providing nutritious meals and water throughout the day.

The child minder is nurturing, caring and respectful towards the children. This helps children understand the expectations of their behaviour in her home and how to be kind to each other. She consistently uses positive strategies to promote good behaviour, in line with her behaviour management policy. We saw her praise children when they shared their toys or showed kindness and respect towards each other. The child minder knows the children well and understands how to support their individual needs. For example, she offered an earlier lunch and nap time to children as she noticed they were tired.

The child minder provides a good choice of enjoyable, challenging play and learning opportunities both indoors and outdoors, to promote the children's all-round development. She keeps formal records of the progress of children who are not yet in full time school. The child minder helps children learn about a range of cultures by celebrating world festivals, special and religious events throughout the year. She has a monthly activity planner which sets out different themes, for example weather/seasons, animals, vehicles, and plants and flowers. The child minder effectively promotes the Welsh language and culture. We heard her use Welsh words and phrases throughout the day. She regularly takes the children on local outings to nearby places such as playgroups, the park and soft play which develops their physical and social skills.

Environment

Good

The child minder ensures the premises are safe and secure. She keeps the front door locked, there is a safety gate to the kitchen and the back garden is secure. She has good hygiene practice which ensures all areas of the home and resources are clean. The child minder conducts daily safety checks to eliminate any risks to children's health and safety. She completes suitable risk assessments for all areas of her home and regular outings such as walking to the local school. The child minder regularly reviews and updates risk assessments which ensures they are relevant and effective at keeping children safe. She undertakes fire drills every month, so children know how to evacuate in an emergency. All routine maintenance checks for the building and appliances are up to date. The child minder ensures that her car and public liability insurances are current.

The environment is welcoming and child friendly. It provides bright and spacious areas for children to play and learn. There is a designated playroom attractively organised to enable children to make their own choices about what they want to play with. The child minder provides a wide variety of toys, games and equipment and organises these well, so children can access them easily. There are colourful posters on the wall which creates a happy, inviting environment as well as a cosy book area for children to relax in. The childminder has placed twinkly lights in the cosy corner which creates a soft, relaxing atmosphere. However, the lights were not secured safely to ensure they are out of reach of children. The child minder's living/dining room offers a warm and comforting indoor space, as the soft furnishing and comfortable sofa provide an ideal space for children to relax. The child minder ensures the outdoor play area is well maintained and presents interesting opportunities for the children. We saw a broad variety of age-appropriate outdoor toys including a trampoline, swing, slide, football goals, wheeled toys, sand pit and play kitchen.

The child minder ensures toys and equipment are clean and in good condition. She provides good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level hooks for hanging coats, and steps for children to access the toilets and sinks. The bathroom is stocked with liquid soap and paper towels which are easily accessible, to support children's independence when washing their hands.

Leadership and Management

Good

The child minder runs an efficient service, has a clear vision for her setting and has a good understanding of her role and regulatory responsibilities. She has a range of policies which enable her to run her service safely and effectively. These policies are reviewed and updated regularly so they contain up to date information. The child minder has a detailed statement of purpose available, which gives a clear and accurate description of the setting. This enables parents to make an informed decision about whether the setting can meet theirs and their child's needs. She accurately records children's attendance as well as any visitors to the home.

The child minder has high expectations of herself and her child-minding business. She has good systems in place to reflect on the quality of her service and is keen to make ongoing improvements. She considers feedback from parents and children and uses the responses to inform future planning. The child minder has addressed the recommendations from previous inspections and made positive changes to the setting and care provided.

The child minder understands the importance of keeping up to date with her training to ensure she follows current best practice. She ensures that all mandatory training such as paediatric first aid and safeguarding is regularly updated. She has signed up to the online disclosure and barring service (DBS) and maintains current DBS checks for all relevant family members. The child minder works alone. She successfully organises her environment so she can safely supervise the children well. She has well thought out procedures in place which ensures the daily routine runs smoothly.

The child minder has close partnerships with parents, who speak very highly of her service and the nurturing care provided for their children. She gathers detailed information from parents about their child's individual needs prior to care commencing. This allows her to plan effectively and to work with families, ensuring children transition smoothly into her care. The child minder keeps parents well informed about their child's experiences by regularly messaging them with updates throughout the day. The child minder attends a play group along with other child minders, giving her access to support, and opportunities to extend children's social experiences.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	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.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	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
N/A	No non-compliance of this type was identified at this inspection	N/A

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 safeguarding policy refers to the Wales Safeguarding Procedures
Standard 20 - Child protection	Update lost and missing child policy to state the local safeguarding board will be notified if an incident occurs
Standard 24 - Safety	Ensure string lights are secured and out of reach of children
Standard 5 - Records	Formalise a system for recording and monitoring accidents, incidents and pre-existing injuries

Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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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Date Published 02/05/2024