



Inspection Report

Jane Hyndman

Cardiff



Date Inspection Completed

07/12/2023

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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	11 August 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>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Good

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

Summary

Children thoroughly enjoy their time at the setting and are settled. They have a strong voice and are confident to explore, express their feelings and ask for help. Children benefit from the home from home atmosphere and develop affectionate relationships with the childminder.

The child minder is responsive and attentive to the children. She has a warm, nurturing manner and is a good role model. The child minder knows the children very well which enables her to meet their individual needs effectively.

Children are cared for in a homely environment, which is spacious, clean, and secure. The child minder organises play areas that are welcoming and child friendly, providing rich opportunities for play and learning. There is an array of excellent resources and equipment both indoors and outdoors which meet the needs of the children. Unnecessary risks to children have been identified and as far as possible eliminated.

The child minder manages the setting effectively, in line with the National Minimum Standards and Regulations. There are a range of policies and procedures in place to ensure the smooth running of the setting. The child minder has built beneficial partnerships with other child minders in the local area. Parents are complimentary of the service provided.

Well-being**Good**

Children are happy and have fun. They have a strong voice and feel comfortable to express themselves. Children chat happily with the child minder and their ideas and opinions are valued. They have many opportunities to make choices and decisions. For example, they move freely around the whole of the downstairs area deciding which toys and activities they would like to play with.

Children feel safe and are comfortable in the child minder's care, enjoying the home from home atmosphere. They know the daily routines well which makes them feel secure, comfortable, and relaxed. We saw children were happy and content, chatting continuously as they played. Children receive lots of encouragement and praise when learning new skills, this gives them the confidence to play and learn.

Children are beginning to form friendships in line with their age and stage of development. They interact well with one another and play happily alongside each other. Older children are developing empathy and are very considerate of and caring towards younger children. For example, an older child made funny faces at a younger child to make them laugh, and later went to find their water bottle for them.

Children thoroughly enjoy their play and benefit from a varied selection of play and learning opportunities. They are interested and fully involved in their activities, concentrating for an appropriate length of time in line with their age and stage of development. For instance, we saw them completely absorbed in sensory play, fascinated by the changing colours on the light box table. Children have daily opportunities to enjoy the outdoors and their local environment. They play in the garden, enjoy walks to local parks, and visit playgroups and indoor play centres.

Children are developing very good self-help skills and levels of independence. They use the toilet independently, feed themselves meals and snacks, access equipment, and follow directions, such as to tidy toys away. They are confident to find their own resources, and motivated to follow their own interests. Children are developing good social skills such as manners, sharing and taking turns.

The child minder has a good understanding of how to keep children safe and healthy and implements effective policies and procedures to support her. Although, the lost and missing child policy does not state that any incident would be referred to the local safeguarding board. The child minder has a good understanding of child protection and the procedure she should follow if she has concerns about a child. Safeguarding concerns are recorded in detail, noting any actions taken and outcomes. The child minder keeps an accurate record of children's attendance so they can be referred to if needed. She implements effective cleaning routines and practices to help prevent the spread of germs. The child minder is a good role model and reminds children of the importance of handwashing before lunch and after toileting. She supports children to have a healthy diet by providing appropriate nutritious meals and snacks. Drinking water is always available and easily accessible to the children. Accident, incident, and pre-existing injury records are completed and signed by the child minder and parents.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She adopts a calm, positive approach to managing children's behaviour and is kind in her interactions. The child minder has a positive behaviour policy in place which clearly outlines strategies to manage children's behaviour. For example, distraction, reasoning, positive praise, rewards and keeping lines of communication open with parents. We saw examples of this practice during the inspection and heard the child minder encourage and praise children frequently for their efforts and positive behaviour. The child minder supports children to make choices over where and what they want to play with, this helps promote their self-esteem and self-confidence.

The child minder supports children's learning and development effectively. She has completed additional training courses to support her, such as 'functions of language' and 'missed opportunities for maths.' There is a good system in place to gather information about the children's needs before they start, and to monitor their development whilst at the setting. The child minder regularly observes children's play and learning, to track their progress. A good variety of activities and many opportunities for free play allow children to follow their own interests, which motivates them to learn. The child minder naturally promotes children's learning as they play. For example, we heard her asking children to name colours and numbers in Welsh and English when playing alongside them.

The child minder has effective, comprehensive measures and procedures in place to ensure that the setting is safe for children. There is an extensive range of detailed risk assessments in place for all areas of the home. She reviews risk assessments at least annually or before if required. For instance, if a new child starts at the setting or if changes to her home have been made. The child minder told us, when taking the children on an outing somewhere new she will always visit the venue beforehand, and risk assess to identify potential hazards. She understands the difference between acceptable and unacceptable risk and the benefits for the age group of children she cares for. The environment is extremely well maintained, and the child minder is committed to continually making improvements to meet the needs of the children. The child minder regularly carries out safety checks for household appliances and implements effective cleaning routines that reflect excellent infection control practices.

The child minder provides an extremely spacious, welcoming and child friendly environment. Children's photographs and artwork is displayed, which gives them a sense of belonging and pride in their achievements. Children have considerable freedom to explore the whole of the downstairs providing them with a choice of play areas as well as places to rest and relax. There is a dedicated, very well-resourced playroom and a large, comfortable lounge set up with a sensory tent. Children benefit from an additional play space in the large conservatory. This room is equipped with further play and learning resources and a large dining table and chairs where children can share mealtimes or complete craft and messy play activities. The conservatory leads directly onto a large open outdoor space which is safe and provides excellent play opportunities with many inviting areas for children to explore. For example, wooden ramped area, climbing wall, slide, swing seat, well equipped mud kitchen and access to an outside tap for water play. Decked areas and artificial grass enable children to play outdoors in most weathers.

The child minder ensures furniture, equipment and toys are of excellent quality and suitable to the needs of the children. She has used a recent grant to purchase new resources to further enhance children's play experience. For example, multicultural figure dolls, a light box for her sensory corner, a new chalk board mounted on the playroom wall and a new mud kitchen. The child minder told us she always considers children's interests when purchasing new resources. She asks older children for their ideas and closely observes younger children at play to gauge their interests. This enables her to provide a well resourced environment tailor made for the children she is caring for.

Leadership and Management

Good

The child minder is motivated and manages her setting effectively. The statement of purpose reflects the service the childminder offers but does not clearly state the number of children she is registered to care for. Suitable policies and procedures are in place although a small number require review to ensure they refer to current guidance and codes of practice. The special education needs policy has not been updated in line with the Additional Learning Needs (ALN) Act 2018 and the safeguarding policy has not been updated to refer to Wales Safeguarding Procedures. The child minder agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as photographs and accessing emergency medical treatment.

The child minder is committed to providing a very good quality service for both children and parents. Nearly all recommendations made at the last inspection have been met. The child minder is reflective and regularly monitors the quality of care she offers, by gathering the views of parents and children. This information is considered when writing her quality of care report. The report outlines areas of strength and development and reflects positive feedback from parents and children. The child minder has a complaints policy in place which is shared with parents before their children start at her setting. However, the policy does not have the current address for Care Inspectorate Wales (CIW) or outline the procedures for concurrent investigation, should an outside agency need to investigate a complaint.

The child minder is appropriately qualified and has completed relevant training, including paediatric first aid, safeguarding, and food hygiene. She is committed to her own professional development and has undertaken additional training to improve her practice. For example, 'look, say, sing, play', 'physical development', 'long term planning' and 'introduction to additional learning needs.' The child minder ensures all household members have up-to-date Disclosure and Barring Service (DBS) certificates.

The child minder develops positive relationships with parents. They are kept well informed about their child's experience and development. The child minder provides daily verbal feedback to parents on collection and sends occasional photographs of their children at play during the day. Parents we spoke with were highly complementary of the child minder. The child minder has developed beneficial partnerships with other local child minders; they share good practice ideas and meet up with their children for play dates. Good relationships are developed with teachers at the local primary school which helps smooth transitions from school to the child minders setting and vice versa.

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
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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 5 - Records	Update the lost and missing child policy to state any incidents would be reported to the local safeguarding board.
Standard 1 - Information	Update the statement of purpose to reflect that 10 children can be cared for.
Standard 4 - Meeting individual needs	Update the additional learning needs policy to reflect current legislation and guidance.
Standard 20 - Child protection	Update the safeguarding policy to refer to the Wales Safeguarding Procedures.
Standard 19 - Complaints	Update the complaints policy with information regarding concurrent investigation and include the current address for Care Inspectorate Wales (CIW).

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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