



Inspection Report

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Cardiff



Date Inspection Completed

11/03/2022

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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	First Inspection post registration
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

Summary

Children are happy and have lots of fun in the childminder's home. They can freely choose from a suitable selection of fun, age appropriate toys and activities that help them develop and learn. Children are encouraged and given time to speak freely and know they will be listened to and their opinions matter.

The childminder makes sure she keeps the children safe by following her policies and procedures carefully. She has a calm and gentle manner and is kind and respectful to the children. As an experienced, qualified teaching assistant she has updated all her mandatory training to ensure that she has the knowledge and skills to care for the children.

The childminder's home is welcoming, child friendly and clean. Care takes place on the ground floor where children can play, eat, rest, and use the toilet easily. The garden area is accessed directly from the back of her home and offers a safe, secure space for children to enjoy physical play and plenty of fresh air. She understands her responsibility to make sure risks to children's safety are removed where possible.

Well-being

Children are comfortable and very happy in the child minder's care. They learn new skills and have lots of fun playing with the age appropriate toys and activities in her home. Children are happy to chat to the child minder about their ideas as they know that they will be listened to and responded to enthusiastically. For example, they are keen to show the childminder how pretty the truck they have painted green looks.

Children are familiar with the routines in the child minder's home which makes them feel safe and secure. They are learning how to do things for themselves including washing and drying their own hands. They are adapting well to new routines, which have been implemented by the child minder due to the COVID -19 pandemic. For example, they joined in with the hand washing routine which they were obviously familiar with.

Children are treated with respect by the childminder who understands their developmental stage and has realistic expectations of their behaviour. They are praised for being kind, sharing and having good manners. For example, the child minder praised the child for their lovely manners saying thank you when she helped the child out of the toy car.

The children really enjoy the activities at the child minder's home. They are able to sit and spend time at a table or on the floor indoors, happily playing games or have physical and messy play in the outdoor garden area. For example, the child was busy outdoors making bubbles in soapy water, creating patterns on the ground with the painted wheels of a toy truck before going inside to play with playdough and a play garage.

Care and Development

The child minder follows a set of suitable policies and procedures to ensure she keeps children safe and healthy. She has an appropriate safeguarding policy in place and is aware of her responsibility to follow this to keep children safe from the risk of harm or abuse. The childminder has procedures in place for dealing with accidents, incidents and administration of prescribed medication and has updated her knowledge and training in first aid. She maintains important records such as accident, incident and medication forms appropriately. Some parts of these forms are not completed routinely in line with best practice. The child minder has developed a specific COVID -19 policy and risk assessment. She has appropriate procedures to protect children during the current pandemic including taking regular lateral flow tests.

The child minder does not offer food as the children are provided with food from home. However, she is aware of the children's individual food preferences and has a good understanding of food safety. For example; the child minder said she is very cautious of the children when they are eating grapes, bananas or tomatoes.

The child minder is confident in her use of positive strategies to promote good behaviour effectively. She follows a behaviour management policy which describes how she will promote positive behaviour in her home. She makes sure that she maintains a happy and calm atmosphere in her home. As a qualified teaching assistant the child minder is very experienced and has a good understanding of child development and how this affects children's behaviour.

The child minder provides a suitable choice of enjoyable, play and learning opportunities both indoors and outside to promote the children's all-round development. She maintains informal plans of activities for children who are not yet in full time school. She helps children learn about a range of cultures by celebrating festivals such as Diwali, Chinese New Year and Saint David's Day. The child minder supports children well with their language development.

Environment

The child minder has a useful set of policies and procedures to ensure the environment is safe for children. She identifies and where possible reduces or eliminates, risks to children's safety. She has completed a useful range of risk assessments for all parts of her home and for trips out to the local park or playgroups. The childminder maintains informal records of fire safety checks of her alarms and fire drills with the children. The child minder follows current best practice guidance when cleaning her home and resources to protect children from the risk of COVID 19. She ensures the maintenance checks for the home and appliances are up to date.

The child minder organises the indoor and outdoor play environment well so children can access a suitable range of age appropriate, well maintained resources with ease. Many of the resource storage boxes are at a height children can reach independently. There is child sized furniture available for children to complete table top activities or eat their snacks. The garden area is laid with paving flag stones and has a number of activities available for children to play with. These include, a mud kitchen area, tuff spots with messy play, a small plastic car and a child size slide

Leadership and Management

The child minder has developed a suitable range of policies and procedures and has a clear vision for her service. For example, details of the child minding service she offers to parents and children are clearly outlined in the statement of purpose. She manages her service appropriately and aims to improve her skills and the quality of the service she provides. She agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as taking children on trips and accessing emergency medical treatment.

The child minder maintains appropriate security checks for persons over the age of sixteen years living at her home, in order to safeguard children. She understands the importance of keeping up to date with best practice and the need to refresh her training and skills regularly. She has a complaints policy in place for parents.

The child minder uses feedback from parents and children successfully to help her evaluate the quality of her service and plan for its development. She works with parents to ensure that children experience the support required to meet their individual needs. She keeps parents well informed and stays in contact by phone, text or email to provide feedback on the well-being of their child.

Recommendations to meet with the National Minimum Standards

- R1. Ensure all parts of the accident forms are completed and parents received a signed copy of the paperwork.
- R2. Develop the fire drill records to include the date, time completed, all present, length of time taken and comments of significance.
- R3. Continue to develop planning for children's activities, linked to the development of new skills and their next steps in learning.

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

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