



## Inspection Report

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**Cardiff**



### **Date Inspection Completed**

16/02/2022

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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	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	No. 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 settled and have excellent opportunities to make choices. They have strong bonds and confident interactions with the child minder. They are relaxed in her company and enjoy the time they spend in her care. Children are developing their independence well and enjoy learning through play. The child minder understands her role to keep children safe and healthy and manages interactions well. She provides a range of different activities and resources that promote children's development and learning. The environment is welcoming, provides good resources and facilities to enable children to take part in a variety of different activities. The child minder is experienced and has a clear vision for her service. She manages the service successfully and has built very positive partnerships with parents.

## Well-being

Children thoroughly enjoy their time at the service. They are settled and have a strong sense of belonging. Interactions between children are excellent and they play happily together. They have formed positive attachments with the child minder and each other. Children are clearly relaxed, comfortable and content at the service. Their opinions are highly valued. For example, children help design the weekly menu giving consideration to its nutritional value. They take pride in putting previously acquired knowledge about food nutrition into practice. Children's behaviour is excellent. They respond well to occasional prompts from the child minder which shows they are able to manage their own behaviour.

Children show great enjoyment in their play and learning. All children are engaged in individual or group activities. For example, children work together and share resources during a craft activity. All children concentrate well, sustaining interest in things they have chosen to do for extended periods. Younger children enjoy playing independently in small world activities and respond well to questioning from the child minder. For example, we saw children responding well to questions about the colours and size of teddies in a small world activity. Children's pronunciation improves as they repeat appropriately modelled vocabulary.

Children are able to move freely between areas. They are happy and engaged in their chosen play activities. They access resources independently and are able to follow their own interests. They benefit from structured adult led activities such as singing and phonics sessions. Children are familiar with routines and show a high level of independence. For example, children tidy up and lay the table for tea time. They are confident communicators and their wishes and needs are fully considered. They respond maturely and politely to the meaningful responses they receive. They chat happily with us expressing their enjoyment at the service.

## Care and Development

The child minder is caring, motivated and committed to meeting children's individual needs. She implements policies and procedures to safeguard children's personal safety and well-being. She meets children's personal care needs. For example, she uses disposable tissues to wipe children's noses. This is followed by thorough hand washing in line with infection control procedures.

The child minder manages behaviour effectively through positive strategies that are in line with the behaviour management policy. She is calm, patient and is an excellent role model. Consequently, the children behave well and benefit from the consistent approach and mutual respect shown. The child minder has a comprehensive safeguarding policy in place and is experienced in the procedures for dealing with safeguarding matters. The safeguarding and first aid qualification had very recently expired. However, they were renewed during the course of the inspection. All relevant accident procedures are followed and accident forms are signed and dated by both the child minder and parents.

The child minder has formed excellent bonds with the children and is very aware of their individual development. Effective questioning is an integral part of the approach to children's learning. For example, whilst looking at photos with children, she develops children's understanding by questioning them about a fireman's uniform. She asks about the fireman's helmet and encourages discussion on the safety of the fireman's role. Parents comment how exceptional the child minder is in supporting the children's social and emotional development.

Planning is comprehensive, reflective and incorporates the views of the children. Parents complete a form identifying personal preferences and communication on individual needs is effective. Detailed observations are dated and achievements are recorded in the children's individual Foundation Phase Profiles. These observations, along with the children's voice, inform the next steps in planning. For example, children wanted to further their research for symmetrical animals so the planning was adapted to accommodate this. Parents comment on the strong links the child minder has with the local primary school. She commits to making links for activity planning in line with the local school's topics. She uses information on the school website to inform her planning documents.

## Environment

The home environment is warm, comfortable and well maintained. It provides a light, bright area for children to play and learn. The child minder provides suitable age-appropriate toys and resources and ensures that the environment is welcoming. There is an enclosed outdoor area for children to explore that is currently being developed. We did not see outdoor play during the inspection due to the inclement weather.

The environment is secure with external entrances locked at all times. However, there is no sign in book for visitors. This is predominately due to the absence of non-essential visitors to the property due to the Covid-19 pandemic. Relevant safety checks are complete which ensures children's safety. Comprehensive risk assessments are in place. However, these need to be reviewed to incorporate any improvements made to the environment. Some safety checks are carried out regularly including smoke alarms and daily checks. Fire drills are not carried out regularly in line with regulations. However, these were completed during the inspection process. A stairgate prevents children accessing the upstairs and a guard is in place around the fireplace.

Children have access to the lounge and dining areas of the home. They use the dining table to complete craft activities and eat their meals. Older children access the ground floor toilet independently and the child minder provides tissues for them to dry their hands. Cleaning materials are stored safely, and child locks are fitted on cupboards and drawers. Procedures for food preparation and infection control are followed diligently. The child minder has role-play the space to provide good age and stage appropriate resources. All resources are organised and accessible to the children. For example, children have access to a doll's house, construction sets, animals and cars for small world play. Younger children's development is supported by the excellent resources such as wooden puzzles and small world role-play characters. All resources are of a good quality and well maintained. Craft resources are organised in boxes which children access independently. Multicultural resources are used to stimulate children's knowledge and curiosity about the wider society, promoting equality and facilitating learning about cultural awareness.

## Leadership and Management

The child minder organises her service well. All the required policies and procedures are in place and most reflect current practice. However, the reviewing procedure was not clear and did not reflect all changes to the service. The child minder has a statement of purpose, which is compliant with regulations and The National Minimum Standards (NMS). The required Disclosure and Barring Service (DBS) checks are in place for all household members. Records of children attending the service are kept. The child minder has an understanding of the prevent duty and has a safeguarding and child protection policy in place. Public liability insurance is valid as well as car insurance and MOT certificate. The concerns procedures outlined in the policy is comprehensive and records of concerns are kept.

The child minder is well-qualified and experienced in child development. The quality of care report for the service is reflective and evaluative. She is fully engaged in the self-evaluation and inspection processes. She identifies how to make improvements and reflects on the opinions and feedback of people using her service. She develops her knowledge and understanding by researching current practice. She is a member of the Professional Association for Childcare and Early Years (PACEY). She uses guidance to implement changes and drive improvement. She uses Welsh language resources such as song cards and Welsh books to promote the use of incidental Welsh.

The child minder has very strong partnerships with parents. Parents we spoke with confirmed that they are very happy with the care provided by the child minder. They told us that communication from her is excellent. They receive photos and comprehensive daily diaries via private message as well as verbal feedback when collecting the children. Parents told us that the child minder is extremely committed to the children's educational development remarking on the strong links with the school's topic work. They also commented that she is loved and respected by the whole family.



## **Recommendations to meet with the National Minimum Standards**

R1. Ensure fire drills are carried out regularly and include all children in the practices.

R2. Ensure visitors are asked to sign in and out of the premises.

R3. Review and date policies and procedures and ensure they capture all changes and improvements to the service.

### 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
N/A	No non-compliance of this type was identified at this inspection	N/A

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