



# Inspection Report

**Holly Summerside**

**Cardiff**



**Date Inspection Completed**

16/12/2021

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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	This is the first inspection since registration.
Is this a Flying Start service?	No
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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</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 settle well and are happy at the setting. They develop close and supportive relationships with the child minder and her family. Children make choices and decisions about their care and play. They feel safe and secure because they are familiar with the daily routines.

The child minder is responsive to needs of the children. She has a kind and caring manner and is a good role model. The child minder promotes children's learning and development well. She provides interesting activities to support and enhance children's skills.

The environment is welcoming, well organised and supports children's play and independence. An assortment of indoor and outdoor toys and resources promote children's all round development. The child minder ensures children experience regular outings in the local community.

The child minder has made good progress establishing her service. She is experienced, and her commitment to make improvements benefit children and their families.

**Well-being****Good**

Children have a voice and are able to influence their care. They have good opportunities to make choices and decisions and are aware of the options available to them. Children communicate confidently and know their wants and needs are considered. It is clear that the children have formed affectionate relationships with the child minder. The children happily approach her for cuddles and reassurance. We saw children snuggle up to the child minder and enjoy a cosy story time.

Children receive frequent praise for their efforts and achievements; this makes them feel happy and valued. We saw children smiling proudly when praised for recognising shape and colour names in Welsh and English. Parents told us that their children settle easily when they arrive, quickly busying themselves with the activities and toys available. Children enjoy going on outings and benefit from daily walks to the local park. They often meet up with other local childminders and make friends with their minded children. This helps children to interact with others outside of their immediate group.

Children clearly enjoy their play and receive good play opportunities. They are enthusiastic and fully involved in their play experience. They concentrate for a good length of time and successfully learn skills, such as language and numeracy through play. We saw children carefully threading numbered wooden beads, recognising numbers and chatting about the ages of their family members. The child minder showed us photographs of children enjoying a wide range of play, from nature walks to collect leaves to a wealth of craft and messy play.

Children are developing their independence skills well, enabling them to do things for themselves. This helps prepare them for attending school. We saw them put on their own aprons before a Christmas wreath making activity and wipe their own hands when finished. Children confidently access resources, or will ask the child minder for help if they cannot find something. They listen well to the child minder, and help put away toys before moving onto a different activity.

## Care and Development

Good

The child minder keeps children safe and healthy. She implements policies and procedures effectively, and has reviewed the setting and care in line with guidance related to the Covid-19 pandemic. The child minder understands how to safeguard children and procedures to follow should she have concerns about a child. She has completed safeguarding training and has all necessary contact details to hand. Registers for children attending are complete, but do not detail children's time of arrival or departure. The child minder has up-to-date training in first aid, enabling her to deal with minor accidents confidently. She records all accidents in detail, and shares this information with parents. The child minder provides healthy meals and snacks; parents told us they are happy with the food provided at the setting.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She engages well with children and supports them to manage their behaviour, which boosts children's self-esteem. We heard her frequently praise children to reinforce positive behaviour, such as, for being kind, sharing and taking turns. The child minder enthusiastically joins in with children's play. We saw her reading stories, singing songs, counting, naming shapes and sharing lots of laughter with the children as they played together. The child minder ensures meal and snack times are sociable, as she sits and chats with children as they eat, encouraging good manners.

The child minder supports children's learning and development effectively. She regularly observes children's play and learning to track their progress. This informs the planning of activities to enable children's next steps in development. Activities are exciting and open-ended, which allows children to direct their own play and stimulates their imagination. We saw children immersed in their play with dolls, feeding, cuddling and pretending to ring the doctor, as the dolls were feeling unwell. The child minder promotes children's Welsh language development well and we heard frequent use of Welsh language.

## Environment

**Good**

The environment is a safe and secure place for children. The entrance is secure; locked doors ensure children are unable to leave the setting unsupervised. Regularly reviewed risk assessments for all areas of the setting and any outings undertaken ensure the child minder knows how to keep children safe. The child minder has introduced additional procedures and risk assessments in line with Covid-19 guidance. These include more frequent cleaning, hand washing and restricting people entering her setting. Maintenance checks for the home and appliances are up to date. Regular fire drill practices ensure children know how to evacuate the premises. The child minder keeps a record of drills but does not include any evaluative information, which may identify any issues and inform future practices.

The environment is clean, well maintained and child friendly. It provides a light, bright and spacious area for children to play and learn. The lounge doubles up as the playroom and stores a wide range of resources, which appeal to children's interests. This includes puzzles, games, play kitchen, dressing up clothes and arts and crafts. Welsh books promote the Welsh language. A wide range of colourful educational posters displayed on the walls enhances the children's learning environment. Toys are stored in low-level units that children can access independently. There is an inviting outdoor space for children to play, resourced with items such as a slide, trikes, scooters and trampoline.

The child minder ensures equipment suits the children's age range. For example, younger children are safely strapped into booster seats to eat snacks and meals. Travel cots and individual bedding are available for children who need to nap. The child minder ensures toys and equipment are clean and in good repair. She regularly rotates toys to provide further choice and variety for children.

## Leadership and Management

Good

The child minder manages her setting well. She is motivated to improve her skills and the quality of care she provides. The statement of purpose provides parents with information they need to decide whether the setting suits their child's needs. The child minder has developed a beneficial range of policies and procedures and has a clear vision for her setting. However, we noted the lost/missing policy did not include information about referring any incidents to the local safeguarding board. The child minder understands the importance of keeping up to date with best practice and the need to refresh her training and skills regularly. Record keeping is particularly well organised and maintained to support the smooth running of her service. The child minder obtains relevant information about children as part of the admission process, which helps ease their transition into her setting.

The child minder monitors the quality of her setting appropriately. She regularly seeks the views of children and parents. The child minder uses this feedback to evaluate the service she provides. However, the quality of care report does not reflect the views of parents and children. There is a clear and detailed complaints policy in place. There are Disclosure and Barring (DBS) Service checks for all persons over the age of 16 living at the premises as required. Arrangements are in place in the event of an emergency to keep children secure. For example, the child minder has a buddy system with another registered child minder who can assist should such an emergency arise.

The child minder understands the importance of working in partnership with parents to ensure children receive support to meet their individual needs. She provides parents with daily photographs/videos of children's experiences at the setting via a digital app. Parents also receive verbal and written feedback on collection. Parents we spoke with said they were exceptionally happy with the care the child minder provides, stating '*She's brilliant, can't fault her, my children are really happy to attend.*'



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

- R1. Ensure children's registers record time of arrival and departure.
- R2. Include evaluative comments in fire drill records.
- R3. Update missing/lost child policy.
- R4. Ensure the quality of care report reflects the view of children and parents.

### 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	N/A

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<b>Ratings</b>	<b>What the ratings mean</b>
<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.

**Date Published** 10/01/2022