



## Inspection Report

**Terri Steele**

**Cardigan**



**Date Inspection Completed**

27/02/2024

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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	This is the first inspection post registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

### **Summary**

Children are confident, very happy and settled in the child minder's care. They thrive at the child minder's home and have positive attachments with her. They have good opportunities to develop their skills and enjoy their play. They benefit from a good range of interesting opportunities indoors and outdoors and can choose where to play and what to play with.

The child minder works very well to ensure children are safe and healthy. She is caring and responsive to children's needs, creating a positive ethos whereby children feel valued. The child minder promotes good behaviour, encouraging positive interactions so that children interact well, co-operate and play happily together.

The child minder provides a safe and secure environment that is well maintained and welcoming. There is plenty of space for children to play and learn. The outdoors is a real positive of the environment. It is an exciting and inviting space where children can develop their curiosity, problem solving and imagination. Resources are of a good quality and suitable for the children being cared for.

The child minder manages the setting in an efficient way. She is motivated and uses self-evaluation effectively to make improvements to the setting and care she provides. The child minder works very well with parents in making decisions about their child's individual care needs. She provides parents with regular feedback and updates.

Children play freely, choosing their own toys independently. Children communicate confidently and they know their wishes and needs are always considered. We heard children asking for the toys they wanted, and the child minder respected their wishes. Children speak openly to the child minder and it is clear that the children have formed positive bonds of affection with her and her family. The children happily approach her to chat enthusiastically about their play and learning.

The children share their feelings openly because they are encouraged to do so and know the child minder thoroughly considers their likes, dislikes and needs. Children seek comfort, cuddles and reassurance from the child minder when they feel tired or upset. Interactions between the children and the child minder are excellent and as a result, children are very interested and enthusiastic. Children enjoy listening to nursery rhymes that the child minder sings to them with her guitar, they giggle, smile and join in when they want to. They chat happily and play contently. Children are confident and curious. They ask questions to gain more understanding and explore and investigate what we are doing at the setting.

Children express clear empathy and are very sensitive to the needs of others. They are polite and use good manners. We saw children helping each other to carry the watering can when it was too heavy. The children chat to us and share their enthusiasm in the toys they play with. The children play nicely with their friends, taking turns and sharing with each other. When disagreements happen, they quickly respond to the child minder. The children show respect for property and people and are involved in deciding and following the rules.

Children are fully engaged and are very interested in their play and learning. They enjoy an excellent range of interesting opportunities, indoors and outdoors, and choose when they want to relax and have quiet times. They have many opportunities to choose their own play and to give their opinions on their tasks. We saw children enjoying making potions using the freshly cut herbs from the garden. Other children were enjoying experimenting with grating chalks to make water change colour. We also saw children developing their creativity and exploring the water colours to create a piece of art.

Children have numerous opportunities to develop their independence skills enabling them to do things for themselves, for example washing their hands and helping to clean up after snack time. They have lots of free choice, choosing when they have their morning snack, asking for more snacks and choosing their activities. Children eat their lunch independently with age-appropriate cutlery. They are familiar with their routines and tidy up their toys.

## Care and Development

Good

The child minder understands her role and responsibilities to keep children safe and healthy. She has a confident understanding of safeguarding procedures and implements the policies well. The child minder has up to date safeguarding and paediatric first aid training so that she can meet children's needs. She encourages parents to provide appropriate packed lunches and snacks for children and they benefit from a healthy eating approach which takes account of any individual dietary requirements. The child minder encourages plenty of outdoor activities for children to play in the fresh air and develop their physical skills successfully. Effective accident, incident and medication recording systems are in place.

The child minder treats children very warmly, with dignity and respect. She sets realistic boundaries, is a good role model and uses a consistent approach to managing behaviour. She takes account of the children's age and understanding. The child minder is positive and gentle when guiding children's behaviour, and her behaviour management policy outlines that she uses praise to nurture positive behaviour. She interacts in a considered and thoughtful manner with the children, which makes them feel secure. She also speaks with the children in a consistently calm and reassuring manner, which puts them at ease. This creates a lovely atmosphere.

The child minder provides a nurturing and caring environment in which children's development is promoted and their needs are met. The child minder consciously ensures that children are able to exercise choice over the activities they engage in. For example, she plans activities and follows themes and interests, however if children decide they want to do something else, their requests are met. She takes into account children's hobbies and abilities, which ensures they respond well, are interested and engaged. The child minder encourages children's development. For example, she promotes language and numeracy skills and knowledge and understanding of the world by discussing with the children what the vegetables in the polytunnel need to enable them to grow. She is an enthusiastic practitioner, dedicated to improving her own understanding of a broad range of developments in the early years in order to provide the best opportunities for the children in her care.

## Environment

Good

The child minder implements positive routines and checks to ensure the environment is safe. The entrance is controlled as the door is kept locked and visitors are recorded. The environment is well maintained, and the child minder ensures regular cleaning routines are completed to help keep areas free from germs. The child minder conducts risk assessments on all areas used by the children. She successfully identifies hazards and puts effective measures in place to ensure they are eliminated or managed well. For example, there is a secure gate outside to prevent children from leaving unsupervised. Risk assessments are completed on regular places visited and routines such as going to the local beach or forest school. The child minder maintains relevant insurances and safety installation certificate for her home. She is aware of the need to maintain confidentiality and is registered with the Information Commissioner's Office (ICO). Fire drills are undertaken regularly and recorded appropriately.

The child minder has developed a child friendly environment where children feel relaxed and able to play. The playroom is set up with specific areas of learning that the children can access and choose from the resources. It is well organised and suitable for the ages and stages of development of the children being cared for. The decoration and displays of children's art provide a welcoming atmosphere and give children a sense of belonging. There is suitable space for children to follow their own routines including a room where older children can complete homework or craft activities and a designated space for meals and relaxing. The outdoor area is a real strength of the setting. It is accessible directly off the main playroom and provides an exciting space where children can develop their play, learning, curiosity and follow their interests. The different areas available give children access to a range of experiences. For example, the large growing area where children can assist the child minder in planting and digging in the polytunnel and the water play area for access to natural materials.

The child minder regularly reviews the resources she provides to ensure they are suitable and of interest to the children. For example, she had observed that some children enjoyed filling, emptying, pouring and mixing from different containers so she found resources to allow them to do this so they could develop this skill further. All resources are stored appropriately in boxes and baskets so they can be found easily and kept clean and well maintained. There is a good variety of resources including some that are multi-cultural and some natural.

## Leadership and Management

Good

The child minder is organised and efficient. She has a statement of purpose in place which contains the information required and is kept under review to ensure it is always an accurate reflection of the service provided. She has appropriate policies and procedures in place. The register of children's attendance and children's information and contract forms are appropriately completed and contain all the necessary information required.

The child minder is committed to providing a service of high standards to improve outcomes for children. There is a good system in place to ensure that formal self-evaluation of the setting is undertaken on at least an annual basis. The Quality-of-Care report demonstrates that the child minder consults with parents and children and uses that information to set an action plan to improve the setting over the next 12 months. The child minder has identified areas for development such as further promotion of the Welsh language within the setting and the child minder has embarked on a Welsh language course.

The child minder makes sure the disclosure and barring service certificates (DBS) for herself are in date, however, one DBS certificate for a household member had expired at the time of our visit. The child minder submitted an application to renew it promptly, considered the implications in her risk assessment and ensured parents were made fully aware. The child minder is committed to continuing her professional development by undertaking additional training courses to further improve her understanding of childcare and related matters. She has valid public liability insurance, and she maintains all the required documents for her vehicle.

The child minder is aware of the importance of clear communication, engagement, working alongside parents and keeping them informed. The child minder has a good relationship with parents who use her service. For example, she supports parents and carers by having meaningful conversations about their children's needs and supports them to get any additional help that may benefit them. She keeps parents informed about all aspects of her child-minding service and provides daily feedback on the children's time with her through messaging, using individual diaries and verbally. The child minder is committed to ensuring all children receive good care to meet their individual needs. The child minder has good links with the local community and other child minders in the area.



### 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
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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)
	No NMS Recommendations were identified at this inspection

Ratings	What the ratings mean
<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.

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