



Inspection Report

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Cardiff



Date Inspection Completed

01/07/2022

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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	14 February 2017
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.

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

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

Summary

Children are happy and feel safe in the child minder's care. They settle well and develop positive relationships with their friends and the child minder. Children are confident to express their ideas and opinions and frequently make decisions about their care and play. Children progress well and are developing their independence.

The child minder is very responsive and attentive to the children. She has a warm and nurturing manner and is a good role model. The child minder knows the children very well and meets their individual needs and wishes.

The child minder's home is child friendly and well maintained. Children receive care in a safe, clean, and secure environment. There is ample space and plenty of resources to encourage children to play and learn. Toys and play equipment promote children's' curiosity and are in good condition.

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. Parents are complimentary of the setting and the child minder has built positive partnerships with other child minders in the local area.

Children have many opportunities to make choices and decisions. They move freely around the setting choosing from the toys and activities available to them. Children are happy to express themselves, as they know their ideas and opinions are listened too. We heard them happily chat with the child minder sharing their ideas and leading their play as they set up a teddy bears picnic.

Children are happy and have lots of fun at the setting. They enjoy being in the company of the child minder and eagerly involve her in their play. Children form warm and affectionate relationships with the child minder. We saw a child snuggle up on the sofa with the child minder as they shared some quiet time and a story together. Parents told us their children greet the child minder with a 'big hug' when they arrive at the setting. Children know the setting routines well which makes them feel secure, comfortable, and relaxed.

Children form friendships and interact well with each other. They play happily together, sharing plenty of smiles and laughter. Children are happy to share resources and take turns. We saw children enthusiastically work together as they tidied away their toys before lunch. They enjoy the social occasion of mealtimes; they sit nicely at the table, practice using good manners and chat happily with each other and the child minder.

Children clearly enjoy their play and benefit from a varied selection of play and learning opportunities. They are interested and fully involved in their activities. Children concentrate for an appropriate length of time in line with their age and stage of development. For example, we saw them absorbed in a craft activity making a collage of 'The Hungry Caterpillar'. They beamed as they proudly showed off their completed picture. Children have daily opportunities to enjoy the outdoors and their local environment. They play in the garden, enjoy walks to local woods, and visit beaches and parks further afield.

Children are developing their independence skills well, enabling them to do things for themselves. For instance, they use the bathroom facilities and wash their hands independently. In addition, we saw a lovely activity where children prepared their own lunch. They carefully cut up some mushrooms and chose from a selection of healthy toppings to make their own pizza. Children access resources with ease or will confidently ask the child minder for help if they cannot find something.

Care and Development**Good**

The child minder has a good understanding of how to keep children safe and healthy. There are effective policies and procedures in place which promote children's health and wellbeing. For example, the child minder only drinks water in front of the children, promoting healthy habits. The child minder has attended up-to-date safeguarding training and understands the procedures to follow should she have any concerns about a child. She has current training in first aid, enabling her to deal with minor accidents confidently. There are suitable systems in place to record accidents, incidents, and the safe administration of medication. The child minder provides a range of healthy snacks and meals. She prepares food hygienically and encourages good hygiene practice with the children. For example, the child minder makes sure children wash their hands at appropriate times such as, before helping prepare their own lunch and after using the toilet. We heard her remind children to sing the 'alphabet song' to ensure they washed their hands for a suitable length of time. The child minder provides many opportunities for children to get outdoors and enjoy the benefits of fresh air.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She understands the children's needs and has a suitable behaviour policy to support this. We heard the child minder encourage and praise children frequently for their efforts and positive interactions. 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 provides play and learning opportunities which promote children's interest and ignite curiosity. For example, children were following the life cycle of a butterfly through a real-life experience using a butterfly garden kit that the child minder had purchased. The child minder promotes children's learning naturally through play. For instance, we saw lots of counting and positive modelling of language. However, we did not hear any use of Welsh language during the inspection. The child minder has systems in place to track children's development and support her to identify the next steps to promote the children's development.

Environment**Good**

The child minder makes sure the premises are secure, safe, and clean. For example, doors were locked when we arrived, our identity checked, and we were asked to sanitise our hands before entering. Accurate records are kept of children's attendance as well as of any visitors to the premises. The child minder completes risk assessments identifying most of the potential hazards to children and measures in place to manage these risks. However, during the inspection we identified a small number of emerging risks which were not outlined in the risk assessments. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. The child minder ensures that maintenance checks for the home and appliances are up to date.

The child minder provides a welcoming and friendly environment for children. It provides light, bright, and spacious areas for children to play and learn. Children have use of a large, dedicated playroom, where a variety of age-appropriate toys and resources are available. There is a good range of toys and resources for children to choose from, including toy vehicles, construction toys, arts and craft materials and role play items. Toys and games are well organised and stored in boxes at low level so children can reach them independently. Samples of the children's work are displayed on the walls in the playroom, which celebrates children's achievements and gives them a sense of belonging. The outdoor play area offers plenty of space for children to play and explore. There is a wooden playhouse, football goals, large mud kitchen equipped with real-life pots, pans, and utensils, climbing apparatus and a selection of ride on toys for children to develop their physical skills.

The child minder ensures equipment suits the children's age range. For example, step in bathroom to aid children when washing hands and using the toilet, and stair gates to ensure children cannot enter the kitchen or climb the stairs. The child minder ensures toys and equipment are clean and in good repair.

Leadership and Management

Good

The child minder is very experienced and effectively manages the setting. The statement of purpose supports parents to make an informed choice as to whether the setting suits their child's needs. The child minder has developed a range of policies and procedures which reflect the quality of the setting offered. A small number of policies required some amendments. The child minder promptly addressed this during the inspection. The maintaining of records is well organised to support the smooth running of the setting.

The child minder has completed an effective annual quality of care report which considers the views of the children and parents. The report reflects positive feedback from children with one older child saying, "*It's fun after school, just to relax*". The child minder is reflective of the day to day running of her setting. She shows ongoing commitment to making improvements by identifying next steps to be taken to support further development. There is a detailed complaints policy, which includes details on how older children can raise a complaint.

The child minder is appropriately qualified and has completed all mandatory training, including paediatric first aid, safeguarding and food hygiene. She has undertaken additional training to further develop her skills and understanding in areas such as Adverse Childhood Experiences (ACES) and Prevent training. This demonstrates a commitment to improving practice and supporting her own professional development. The child minder has an up-to-date Disclosure and Barring Service certificates (DBS) to confirm her suitability as a registered child minder. She ensures household members DBS checks are current.

The child minder understands the importance of working in partnership with parents to ensure that the children in her care receive the correct support to meet their individual needs. Parents we spoke with were highly complementary about the setting and commented how the child minder goes above and beyond to support them and their child. The child minder also has strong links with other child minders in the area, sharing ideas and attending outings together.

Recommendations to meet with the National Minimum Standards

R1. Increase the use of incidental Welsh language.

R2. Review risk assessments to ensure emerging risks are identified and addressed.

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

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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