



Inspection Report

Dawn Smith

Cardiff



Date Inspection Completed

16/01/2024

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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	18 July 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<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 thoroughly enjoy their time at the setting and are very settled and happy to attend. They have a strong voice and are confident to explore, express their feelings and ask for help. Children have worthwhile opportunities to develop their independence.

The child minder is very responsive and attentive to the children. She is patient, fun, and provides warm nurturing care. The child minder knows the children very well, which enables her to effectively meet their individual needs.

The child minder's home is secure, clean, and well maintained. A good range of toys, equipment both indoors and outdoors promote children's play. The child minder ensures the layout of rooms create an inviting space for children.

The child minder is experienced and dedicated. She continuously strives to provide a quality care service. There is an effective range of policies and procedures in place to ensure the smooth running of the setting. Parents are highly complimentary of the child minder and the care their children receive.

Children have many opportunities to make decisions about how they spend their time at the setting. They decide what they would like to do and choose from the range of toys accessible to them. For example, we saw children vary their play between block play, role play with dolls and the play kitchen and looking at books. Children's voices are strong at the setting. They know the child minder will listen to their needs and wants and show an interest in their play.

Children are very happy, settled, confident and enjoy attending the setting. They feel secure in the care of the child minder and form warm and affectionate relationships with her. We saw them snuggle up to the child minder, helping her turn the pages of the story book as she read to them. Children know the daily routines well, which helps them feel settled and at ease in their surroundings.

Children are building friendships; we saw one child excitedly go to the front door in readiness to greet their friend when they arrived at the setting. Children play well alongside each other in line with their age and stage of development. They are learning to share space and resources with gentle reminders from the child minder.

Children are highly motivated and thoroughly enjoy their play and learning. They benefit from a good range of appealing play opportunities. For example, we saw children engrossed in their role play as they pottered in the play kitchen, cooking and feeding baby dolls and teddies. They concentrated hard on their block play as they built towers, with gleeful giggles as they delighted in knocking them down. There is a good balance between child led and adult led activities. We saw an interesting Chinese New Year activity set out in readiness for the after-school children to complete.

Children develop a wide range of skills as they play. Activities provided promote their all-round learning. They learn self-help skills and have many opportunities to carry out tasks independently. For example, a child brought a doll to the child minder asking her to put the dolls hat on; the child minder encouraged the child to pull the hat over the dolls head as she held one side. The child smiled widely, clearly proud of their achievement. Children readily help to tidy up at the end of a play session and know where to put toys and resources away. This develops children's confidence as well as giving them a sense of pride. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions.

The child minder is experienced and has attended considerable additional training to support her to be effective in her role. This has enhanced her understanding of how to keep children safe and well. Discussion with the child minder evidenced she is clear on the procedure to follow should she have a safeguarding concern about a child. The child minder has a current safeguarding certificate and is aware of the need to complete more advanced training in line with the revised National Minimum Standards for Regulated Childcare. A suitable safeguarding policy is in place, although it does not refer to current guidance, Wales Safeguarding Procedures. The child minder follows good hygiene routines to help minimise the spread of germs and has completed training in effective infection prevention and control. She implements hygienic nappy changing procedures and ensures children wash their hands at appropriate times such as before lunch and after using the toilet. The child minder provides a healthy variety of snacks and drinking water, and encourages parents to provide a healthy packed lunch. The child minder ensures regular opportunities to promote children's physical development enabling children to get outdoors and enjoy the benefits of fresh air and exercise. For example, daily walks on the school run and visits to the park.

The child minder is kind and delivers warm, nurturing care. She engages positively with the children and respects what they say. There is a suitable behaviour management policy in place, promoting the use of positive strategies which the child minder implements successfully. The child minder effectively supports children to interact with one another appropriately. She gives the children plenty of positive feedback, praise, and encouragement for their efforts, promoting their self-esteem. The child minder adopts a positive, calm, and direct approach with the children, ensuring they understand her expectations. For example, she reminds children to use toys appropriately, explaining if they break them their friends will not be able to play with them.

The child minder has a sound knowledge of child development. She knows the children very well and provides play opportunities and resources that are fun and engaging. However, she does not formally track their progress and development. The child minder naturally promotes children's learning as they play, modelling words and phrases back to children, counting and naming colours. She is patient and provides opportunities for children to work things out for themselves and solve problems. For example, asking "*can you build a tower taller than you?*" The child minder provides many opportunities for children to spend time taking part in activities in the local community, such as toddler groups and visits to the museum, the beach, and parks.

Environment**Good**

The child minder makes sure the premises are safe and secure. For example, the front door is locked, and stair gates are in place. There are accurate records of children's attendance and children are well supervised. The child minder undertakes visual daily safety checks for all areas of the setting to identify potential hazards to children. In addition, there are written risk assessments in place for some outings undertaken. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. The child minder records drills in her daily diary and talks to children regularly about the evacuation process to allay any fears. She ensures that maintenance checks for the home and public liability insurance are up to date.

The child minder provides welcoming, child friendly and accessible spaces for children to play and learn safely. There is a lounge with comfortable sofas for children to relax, this room also doubles up as a separate sleep area. Children have use of a large, dedicated playroom, where a good variety of age-appropriate toys and resources are available. Toys and games are well organised and stored in boxes at low level so children can reach them independently. Children have supervised access to the kitchen for snack and mealtimes and messy play or tabletop activities. There is a downstairs bathroom which children can access independently. Children benefit from a good-sized garden for outdoor play, which has a variety of resources including scooters, trikes, ride on toys, water, and sand play.

The child minder provides a wealth of decent quality toys and resources that appeal to children, encouraging them to play and learn. For example, role play, construction activities, and art and craft. Resources and toys are well maintained and in good working order. The child minder checks toys on a regular basis, repairing or disposing of any broken equipment. She ensures all toys and resources are clean to minimise the risks of cross infection. Children have access to a child friendly handwashing station set up outside the front door. The child minder introduced this during the pandemic and children have opted to continue using it. Children have a designated space to keep their coats and belongings, which they can access with ease. This enhances their feeling of belonging and helps promote their independence.

Leadership and Management

Good

The child minder has good procedures in place to ensure the smooth operation of her setting. The statement of purpose outlines the details of the service she offers which enables parents to make an informed choice when using her setting. However, it does not contain up to date contact details for Care Inspectorate Wales (CIW). Required policies and procedures are in place although a small number require review. The lost and missing child policy does not state that any such incidents would be referred to the local safeguarding board and the complaints policy does not have up to date contact details for CIW. The child minder agrees contracts with parents. She has a suitable procedure for obtaining permissions for activities such as application of suncream, photographs and accessing emergency medical treatment.

The child minder is reflective and committed to improving the service she provides. She evaluates her practice and completes an annual quality of care review. The report outlines strengths of her setting and sets out targets for improvement for the following year. The child minder seeks the views of parent's and children's views via regular questionnaires. Comments from both parents and children reflect a positive experience of using the setting. For example, *"reliable, very flexible, provides a high level of care, and great communication, including any end of school day information"* and, *"She looks after me and keeps me safe, she looks after me and loves me."*

The child minder refreshes her first aid, child protection and food hygiene training regularly. She has completed a wide range of additional training which ensures she keeps up to date with best practice. For example, since her last inspection she has completed training in, understanding and addressing behaviour in the early years, equality, diversity, inclusion, health, and safety. The child minder has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. She ensures household members DBS checks are current.

The child minder works closely with parents to help smooth their child's transition into her care. She requests information about the children's preferences and individual needs before they start, and updates this as needed. This ensures children continually receive a good level of care. The child minder keeps parents well informed about their child's time at her setting. She provides parents with daily photographs via a digital app and verbal feedback on the well-being of their child. The child minder has developed beneficial links with other local child minders. They regularly meet up at playgroups and for outings enabling children to make friends and socialise with other children.

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
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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)
Standard 20 - Child protection	Update the child protection policy to refer to current guidance, the Wales Safeguarding Procedures.
Standard 7 - Opportunities for play and learning	Ensure what children do is observed and recorded to help plan the next steps for the children's play, learning and development.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Update the statement of purpose and complaints policy to include up to date contact details fro CIW.
Update the lost and missing child policy to state any incident will be referred to the local safeguarding board.

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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