



Inspection Report

Jacqueline Trigg

Cardiff



Date Inspection Completed

12/03/2024

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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 October 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>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children have a good voice at the child minder's home. They know their needs, preferences and feelings will be listened to and they are confident to make their own choices. Children develop warm bonds and feel increasingly relaxed as they settle into the care of the child minder. Children have good opportunities to develop their independence skills.

The child minder ensures she keeps children safe and healthy. She manages behaviour effectively and is very responsive to the children's needs, interacting with them in a very kind and nurturing manner. The child minder has the relevant training and has systems in place for monitoring children's progress and supporting their learning and development.

The child minder provides a clean and safe environment that is warm and welcoming to the children. It is well maintained and meets children's needs. She provides a range of resources and equipment that meet the different interests and abilities of the children, but risk assessments do not cover all resources and equipment within the playroom.

The child minder has sufficient policies and procedures in place and suitable systems for managing records and reviewing her quality of care. She has addressed nearly all of the recommendations made at the previous inspection. The child minder works closely with parents and carers to understand the needs of the children in her care.

Children have a good voice and consistent opportunities to make choices and decisions about what they want to do and where they want to play. For example, children choose to play with the 'tap tap' box, have a story book read to them or sing songs. Children are happy and settle quickly to enjoy their time with the child minder.

Children feel safe, happy and valued. New children quickly settle in the child minder's care and begin to build positive bonds of affection with her. Children spontaneously seek cuddles and reassurance from her when they need comforting. They express themselves and receive an immediate response to their cues for attention. For example, when a child needed a cuddle, the child minder responded immediately.

Children interact well for their age and stage of development. They are forming lovely friendships with the child minder and play contentedly under her supervision. For example, when singing "*The wheels on the bus,*" children look towards the child minder for guidance and support, happily listening to the rhythm of the song and enjoying their learning. Interactions between the children and the child minder are consistently good. The child minder treats the children with respect and consistently considers their wants and interests. For example, when a child becomes bored of an activity, she immediately suggests alternative choices of toys.

Children are fully engaged in the play opportunities and experiences available to them. They grow in confidence and become able to choose activities that interest them, concentrating for appropriate periods of time. Very young children new to the service are happy to participate in directed play and we saw lots of photographs of older, more independent children spending time on self-directed activities, for example, playing on the seesaw.

Children have numerous opportunities to develop their skills and independence in line with their age and stage of development. This means they are able to do things for themselves. For example, younger children increasingly gain confidence to feed themselves, whilst older children have learnt to use the bathroom and to wash their hands independently. They gain a sense of achievement from what they can do, and this gives them confidence to try new things.

The child minder is aware of her responsibilities to keep children safe and healthy. She implements appropriate hygiene and cleaning procedures and encourages children to wash their hands frequently to maintain infection control. She responds immediately when she sees a child needs a tissue and disposes of the tissue appropriately. The child minder has completed the appropriate food safety training and encourages healthy eating habits. The child minder is aware of safeguarding procedures and has updated her training to support this. She is aware of the procedures to follow if she has any concerns about a child. The child minder maintains the appropriate medication and accident forms, and the registers are accurate and reflect the arrival and departure times for children. However, the child minder did not ask us to sign in as a visitor on arrival and therefore had no record of us attending her home when children were present.

The child minder's management of behaviour is consistent and developmentally appropriate, respecting individual children's level of understanding and maturity. She manages interactions positively and acts as a very good role model. She is exceptionally warm and nurturing towards the children, speaking to them in soothing, encouraging tones, treating them with genuine kindness and concern. She consistently praises them for their efforts and accomplishments to promote their confidence and self-esteem. She quickly reacts to children if they become unsettled using distraction with their favourite toys and giving reassuring cuddles. The child minder engages with the children during their play, for example, they sing songs together and play with a 'tap tap' box giving the child autonomy to choose.

The child minder is knowledgeable about children's development, and she plans activities for them to support their learning. Children are given opportunities to be active, indoors and out, as well as time to relax. The child minder keeps records that reflect children's progress and achievements. She provides a self-directed learning environment and enables children to follow their interests by choosing the resources they want to explore and play with. She regularly ensures children take part in activities and experiences in the local community, for example, playgroups and singing sessions which develop their social skills and extend their understanding of the world around them. The child minder is aware of children's habits and routines and recognises when they are tired or becoming restless and need re-direction. The child minder is committed to promoting the Welsh language and uses some incidental Welsh with the children.

Environment**Adequate**

The child minder uses appropriate systems to ensure the environment is safe and secure. The indoor and outdoor areas provide a stimulating space for children to play and learn. She ensures all entrances and exits are locked whilst children are present. She completes daily checks and considers the different areas in her home as well as the various outings and activities she provides. The child minder identifies risks to children and eliminates nearly all of them as far as possible, although a risk assessment for newer resources and furniture, such as the swivel chair, has not been updated. The child minder practises regular fire drills with the children to ensure they can evacuate her home in the event of an emergency. She ensures her gas safety certificate is up to date.

The environment is well decorated and well maintained. It is warm and welcoming, and some children's artwork is on display. Children benefit from a dedicated playroom with lots of resources. The child minder discussed with us her plans to reorganise this space due to the addition of some new resources and in readiness for spring and summer activities. The child minder ensures children can independently access resources by providing low level storage, furniture and equipment which supports children's self-directed learning. Children confidently explore the environment safely and they are able to rest and have quiet time if they want to. The child minder encourages the children to take age-appropriate risks, allowing them to learn in a safe and supervised environment and this is supported by a wealth of outdoor play equipment. Children access a downstairs bathroom which is clean, well maintained and child friendly.

Children have access to a good range of resources and equipment that are of good quality and meets their individual needs and abilities. Resources are sufficient in quantity and provide children with a varied choice. For example, there is a large selection of books, jigsaws and games, dolls and accessories, cars and construction resources. The child minder recognises the importance of spending time outside and provides children with opportunities to regularly engage in activities and experiences in the local community such as dance and movement and park trips to explore nature. She provides a variety of resources outdoors which extends children's play and physical development, including sand and water play, ride on toys and a playhouse, although these are not accessed regularly during winter months.

Leadership and Management

Adequate

The child minder has an appropriate understanding of her responsibilities as a provider. She operates an efficient service and has met nearly all the recommendations from her previous inspection. There is a suitable statement of purpose, providing parents with information, enabling them to make an informed choice about the care of their children. We discussed with her some information that needed to be added to this document. The child minder has policies and procedures to be clear how she operates her service but some of these had not been reviewed and contained incorrect details regarding the contact details for Care Inspectorate Wales. At present she does not have a written policy to outline how she manages any allergies children may have or develop. She maintains the appropriate public liability and vehicle insurance and her certificates are all up to date, including her registration with the Information Commissioner's Office (ICO).

The child minder continually monitors the quality of service and has written a quality of care report. She seeks the views of parents and carers as well as children. She has received very positive feedback, demonstrating contentment and satisfaction from parents and children. However, her annual report does not reflect the feedback from parents or the views of the children in order to devise a suitable action plan to help develop the service. This was discussed with the child minder who is keen to making these improvements to her annual report. The child minder is committed to improving her service to achieve the best outcomes for children.

The child minder recognises the importance of maintaining her own continuous professional development through comprehensive training. She keeps her mandatory training up to date and regularly completes additional courses that are relevant and support her in her role. The child minder ensures Disclosure and Barring Service (DBS) checks are in place for all relevant people living within her household and has appropriate contracts in place for the children in her care. She keeps all the required records and permissions in relation to children's individual needs.

The child minder has good relationships with parents and carers and has regular, meaningful conversations with them to safeguard their children and support their well-being and development. She provides them with the relevant information to make choices about the care of their child, informing them about all aspects of her child minding service. The child minder is committed to working with other professionals to support families and ensure children's needs are fully met.

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 1 - Information	Review Statement of Purpose so that it includes details of pets or other animals on the premises, details of arrangements to review the Statement of Purpose and languages(s) used.

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)
Regularly review information on policies and procedures, including correct CIW contact information and record date of review.
Include parents and children's feedback within annual quality of care report and devise an action plan to outline developments to service.
Develop an allergy policy to outline procedures should the child minder care for a child with identified allergies.
Ensure that visitors to the home during child minding hours, are recorded in the visitors book and accounted for.
Update the resources risk assessment to reflect any additions such as the swivel chair so that any potential risks are minimised.

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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