



Inspection Report

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Cardigan



Date Inspection Completed

23/01/2024

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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 | 30 November 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 feel secure, happy, and comfortable at this setting. Children have formed positive relationships with the child minder. They are forming strong friendships and are sensitive to others.

The child minder has detailed policies and procedures, which promote the children's well-being. There is a caring atmosphere, and the child minder meets children's individual needs successfully.

Children receive care in a safe, clean and secure environment. There is lots of space and plenty of facilities to encourage children to play and learn. Toys and play equipment are age appropriate and in good condition. The setting is welcoming and friendly.

The child minder manages the setting effectively. There is a clear statement of purpose, which provides an accurate picture of the setting. Child minder has high expectations and shares her values about learning and behaviour with the children. She works well with parents to give them information about the setting and the children's well-being and care.

Well-being

Good

Children play freely, choosing their own toys independently. They communicate confidently and know their wishes and needs are always considered. For example, when children ask for the toys they want out of the storage, the child minder respects their wishes. Children communicate openly to the child minder, and it is clear they have formed positive bonds of affection with her. They happily approach her to chat enthusiastically about their play and learning.

The children attempt to share their feelings openly because they are encouraged to do so and know the child minder thoroughly considers their likes, dislikes and needs. They play happily and are content; interactions between the children and the child minder are positive and children are interested and enthusiastic. Children enjoy listening to Welsh songs and rhymes that the child minder sings to them, and they giggle and smile and join in when they want to. Children are confident and curious. They chat to us and share their enthusiasm in the toys they play with. Children ask questions to gain more understanding and explore and investigate what we are doing at the setting.

Children express clear empathy and are sensitive to the needs of others. They are polite and use good manners. The children are encouraged to 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 engaged and interested in their play and learning. They enjoy a 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. For example, children enjoy completing craft activities, sustaining their interest until the painting is completed. Other children help the child minder in baking cupcakes, helping to stir the mixture.

Children have numerous opportunities to develop their independence skills, for example washing their hands independently. They have lots of free choice, choosing when they were ready for their morning snack and choosing what they wanted from the lunch box. Children attempt to eat their lunch independently with age-appropriate cutlery, supported where necessary by the child minder. They are familiar with their routines and help tidy up their toys.

Care and Development

Good

The child minder creates a nurturing and caring atmosphere and has a thorough understanding of meeting all individual needs and abilities. She is dedicated and motivated to provide care and activities designed to promote children's learning and play. However, the child minder has no formal method of recording activities or tracking children's developmental progress.

The child minder understands and has detailed policies and procedures in place, which ensures the children's personal safety and well-being. She has detailed risk assessments, and she identifies and actively manages risks. She prioritises safeguarding and has a thorough understanding of her responsibilities to protect children. She considers the children's health and safety well, storing medication safely and clearly recording and considering children's medical requirements and allergies.

The child minder has thorough cleaning procedures and hygiene practice in place. For example, she cleans surfaces regularly using anti-bacterial spray. The child minder encourages children to wash and dry their hands using warm soapy water and individual cloths. She washes her hands thoroughly before and after changing nappies and cleans the nappy changing surfaces before and after use. However, she did not follow current guidance when changing nappies as she did not wear PPE (personal protective equipment) such as an apron or gloves.

The child minder shows that she knows the children very well. The child minder understands the behaviour management policy and uses positive strategies, including distraction techniques. She acts as a good role model and promotes good manners. We heard lots of positive behaviour reinforcement and praise throughout our visit. The child minder provides the children with clear instructions to follow and encourages them to take ownership of everything they do. Interactions between the child minder and the children are warm and kind, such as "*would you like to help choose the toys*". The child minder manages interactions in a positive and constructive manner. She reminds children to '*be kind*' and '*be careful*'.

Environment

Good

The child minder ensures that the environment is safe, clean and well maintained indoors and outdoors. The premises is locked, gated and secure. The child minder keeps the front entrance door locked and expects visitors to sign in and out of the premises. The premises is welcoming, warm and accessible to all. The playroom is a large open space, which has a homely feeling and flows into the dining area and kitchen.

The child minder completes effective and detailed general and fire risk assessments, which she regularly reviews. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. The child minder practises regular fire drills.

The child minder uses the outdoor play space as often as possible. Due to severe inclement weather, we were unable to see the children play outside. However, the child minder provided photographs and discussed how she uses the outdoor space on a regular basis. The child minder has a wide variety of resources available outside to extend the children's knowledge and development including ride on bikes and trikes, mud kitchen, den making equipment, see-saw and a basketball hoop.

Inside, the child minder ensures the children have access to a good range of quality toys and play equipment that suits their individual needs. The layout and design of the environment promotes children's independence. Toys and resources are stored in appropriate storage boxes which the child minder pulls out when children choose their toys. The child minder ensures the play environment is child centred and appealing, filled with lots of interesting activities and play equipment. She ensures the children have access to a wide range of books and toys that suits their age and stage of development and reflect positive images of diversity, such as construction toys, musical instruments, vehicles, puppets, dinosaurs and sensory toys.

Leadership and Management

Good

The setting is managed well with all policies and procedures up to date. The child minder is well qualified. She provides a service where children are at the heart of every decision and their well-being is paramount. The child minder has a clear vision for the setting, and she shares her enthusiasm with others. She has a strong culture of continuous personal development. The child minder leads by example and keeps up to date with best practice relevant to the children in her care. Partnerships with parents are strong and there are links with other childcare professionals that helps her provide good levels of support.

The child minder has high expectations for herself with a clear statement of purpose for her setting. The up to date and detailed statement of purpose, is a true reflection of the service she offers. Discussion with the child minder shows she is open to new ideas and embraces the need for continuous improvement. She actively implements self-evaluation and seeks and implements the suggestions of children, their parents/carers and other interested partners. Her last quality of care review report included targets to improve the setting. The child minder is knowledgeable and passionate about her responsibilities. She has effective policies in place. The child minder reviews policies regularly, shares with parents and implements them thoroughly in practice.

Communication with parents is effective and she shares regular photographs and updates including what the children have eaten, their sleep patterns, nappy changes and activities through an online platform. Parents who use this setting say the setting is *“a home from home, safe place”* *“we’d be lost without this setting”* *“my child enjoys their time with Nanny Kath”*. Parents highly recommend this child minder.

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 |
|-----|--|-----|

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 10 - Healthcare | Ensure that PPE (personal protective equipment) is worn when dealing with bodily fluids such as during nappy changes. |
| Standard 7 - Opportunities for play and learning | Consider developing a system to monitor and track children's developmental progress; use this information to inform future planning. |

| 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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