



## Inspection Report

**Danielle Addicott**

**Caerphilly**



**Date Inspection Completed**

11/07/2023

## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	18 April 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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

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

## **Summary**

Children really enjoy their time with the child minder. They feel very safe and secure in her care. They thoroughly enjoy their play and show high levels of curiosity and engagement in their chosen activities. They have lots of opportunities to develop their independence skills.

The child minder is very child focused and ensures children are safe and happy. She knows the children very well and meets their individual needs. She manages children's interactions skilfully and plans exciting play opportunities to encourage children to develop to their full potential.

The environment is secure, clean, welcoming, and very well organised to support children's play and learning. An excellent range of indoor and outdoor resources promote children's all-round development. The child minder monitors the environment well to identify and eliminate any unnecessary risks to children's safety.

The child minder is highly motivated and ensures robust policies, procedures, and records are in place. She has an excellent vision for the setting, planning how to develop and improve her service. She maintains her own professional development, which promotes excellent outcomes for children.

Children have a very strong voice and readily choose how they play and learn. They choose whether to play inside or outdoors and decide which activities they want to take part in. Older children use child friendly questionnaires to give feedback about the service and know they can use the suggestion box at any time. Their feedback identifies that they would like to go to the beach, have a barbeque and visit an ice-cream parlour during their school holidays with the child minder. Children are confident to express their thoughts and ideas, as they know the child minder will listen and show interest.

Children feel very happy and valued. They develop warm and affectionate relationships with the child minder and clearly enjoy being at the setting. We saw children confidently approach and interact with the child minder throughout the inspection and snuggle up to her during quieter periods. Children know daily routines very well and know that they have a real say in how their day unfolds. This control helps them feel settled and confident in their surroundings. For example, children wanted to build their own wraps for lunch and chose when to do this. Children are confident to play and learn as they display real pride when praised by the child minder. One child was visibly delighted when he was able to point out and name the diplodocus in the dinosaur world area of the garden.

Children are learning to share and interact very kindly and considerately with one another. They are becoming aware of each other's feelings. For example, one child realised their friend was tired and so sought out their comfort blanket for them and later made sure their friend had a spoon at lunch time. Children play very happily alongside each other or together. We saw children sit happily together during lunch and show interest in each other's activities when playing outside.

Children are curious and highly engaged in their play and learning. They show real delight and curiosity when showing and talking to us about the caterpillars that have developed into chrysalis. Children are completely absorbed during the yoga session, making really good attempts to follow instructions and form the 'tweety bird' and other poses. Children also thoroughly enjoyed making fruit caterpillars and then eating them. Children benefit from extended periods of rich child-led play, allowing them to immerse themselves and stretch their imagination.

Children have excellent opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, at snack and lunch time children help to lay the table, collect their own plates and cups, serve themselves food and pour their own drinks, in line with their age and skill. They wash and dry their hands appropriately and make good attempts at putting on their shoes and coats when going outside.

## Care and Development

**Excellent**

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She has a clear understanding about the procedures to follow should she need to make a safeguarding referral and has very informative, easily accessed material to support her decision making. She supports the children to develop good hygiene habits and encourages regular handwashing. She provides a very varied diet and encourages children to develop an understanding of healthy eating, providing them with a wide variety of fruits and vegetables at mealtimes. She encourages children to drink milk or water to remain hydrated. She records all accidents and incidents thoroughly and regularly monitors these records to identify any issues, risks or emerging needs within children. She encourages lots of movement and outdoor activities to promote children's gross motor skills and physical development.

The child minder is very kind and nurturing towards the children. She manages children's behaviours exceptionally well using gentle tones, distraction methods and lots of praise to reinforce positive behaviour. Each child has a reward chart which they have chosen for themselves, for example one child chose a dragon themed chart. Children were very pleased when they received a sticker for displaying kindness to their friends. Children get certificates for good behaviour, and also after the monthly fire drill, to show parents that they have participated in the emergency evacuation procedures. The child minder has strategies to support children to express their feelings and emotions, in order to minimise children's frustration or unwanted behaviours.

The child minder promotes children's learning and development very effectively. She plans a wide range of exciting and interesting play opportunities around children's individual interests. For example, she understood the children had an interest in bugs and so had planned lots of activities and opportunities for children to explore this and satisfy their curiosity. She engages with children during activities, naturally promoting their learning as they play. We heard her encourage children to count and identify colours in Welsh during a snakes and ladders game. She develops children's mathematical vocabulary through weighing at the mud kitchen and introducing understanding of 'floating' and 'sinking' during water play. She tracks children's progress through regular observations and uses this information to plan for the next stages of learning. These regular observations allow her to identify if children have any emerging additional learning needs, and to seek further support or advice from outside agencies if necessary.

**Environment****Excellent**

The premises are safe and very well maintained. The child minder had attempted to get the annual gas safety check done in May 2023, but had difficulty arranging for it to be completed. We have been informed that this has been successfully completed and the child minder has sent Care Inspectorate Wales (CIW) a copy of the gas safety certificate. The entrance is secure, and all visitors sign in and out of the setting. The child minder practises monthly fire drills with children to ensure they can evacuate the building in the event of an emergency. The child minder completes daily visual checks, records fridge temperatures and has comprehensive risk assessments in place for the premises, transporting children and activities. The indoor and outdoor areas are secure and provide a stimulating space for children to play and learn.

The child minder's home is welcoming and very child friendly. Resources encourage children to explore the world around them. For example, the outdoor mud kitchen is well equipped, with real pots/pans/utensils and has recipes for 'flower petal soup' and 'wild tea' enticing children to play and create. Children's photographs and creative work are on display giving children a lovely sense of belonging and makes them feel proud of their achievements. For example, one child delightedly showed us the aquarium they had made. The child minder ensures the outside play space is used frequently throughout the day which supports children's well-being and physical development. This area offers challenges, risks, and opportunities to experiment. For example, we saw children playing with lemon scented water with floating leaves and jugs, playing a matching game with leaves, flowers and other natural elements, and exploring inside dens. Inside, children play with multi-cultural resources, including books and small world figures, and have lots of opportunity to learn about recycling and junk modelling. Child sized tables, chairs and low-level toy storage support children to make independent choices. Children have access to a downstairs toilet that is well equipped, clean and hygienic.

The child minder monitors equipment and resources to ensure they are appropriate and beneficial to children. Old or broken resources are discarded and replaced.

## Leadership and Management

**Excellent**

The child minder works very hard to provide a quality care provision to children and their families. There is a clear statement of purpose providing parents with accurate and detailed information. Policies and procedures are clear, detailed and implemented well. Daily record keeping is very well maintained and monitored. The child minder manages her setting in line with the regulations and above the National Minimum Standards.

The child minder monitors the quality of service and plans for improvements very effectively. She regularly seeks feedback from parents and children and uses the information to write an annual quality of care report and plan areas of development. The child minder's questionnaires demonstrate very high levels of satisfaction from parents and children.

The child minder is not currently employing an assistant. The child minder manages her time well and ensures that training is up to date. She supports her professional development with additional training. For example, she has completed training for Additional Learning Needs, Welsh language, Curiosity Approach and Improving Children's Learning Through Play. She ensures that her day is organised around the children and their needs.

The child minder has developed strong and positive relationships with parents. Parents receive frequent feedback on their child's progress. The child minder shares daily verbal feedback, photographs via a digital app, text messages and telephone calls. This keeps parents very well informed. The child minder further builds on links with home by encouraging children to look after 'Larry the Lion' at home so that they can share with her what they have done together over the weekend. We saw lots of lovely photographs of children taking Larry, with their families, to the rugby and to the theatre. Valuable partnerships are in place with local authority advisers. Such strong partnerships help promote excellent outcomes for children. She supports links with the community by taking children to a local Welsh speaking playgroup 'Ti and Fi'. Parents we spoke to were extremely satisfied with the service and the care the child minder gives their children.

### 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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**Date Published** 11/08/2023