



Inspection Report

Amanda Beddis

Cardiff



Date Inspection Completed

13/02/2024

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	[18 May 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>	Excellent
<u>Care and Development</u>	Excellent
<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 child minder's home. They have an effective voice, feel secure, very happy, and comfortable. Children effectively choose toys, resources and activities which interest them. The expertly communicate their feelings and requirements with the Child Minder.

The child minder has a highly effective and extensive understanding of her role and responsibilities to keep children safe and healthy. She is extremely kind and warm and nurturing towards the children. Children's behaviours are managed exceptionally well. The child minder promotes children's play, learning and development naturally.

The environment is secure, clean, and welcoming for children. The child minder ensures the environment is well organised and supports children's play and learning. A beneficial range of indoor and outdoor resources support the promotion of children's learning and development. The child minder regularly monitors the environment to identify and eliminate any potential risks to children's safety.

The child minder is experienced and works successfully with other child minders to organise joint local visits within the locality. She is motivated and committed to the children in her care and enjoys her role. Her vision and sense of purpose maintains improvement and promotes consistent good outcomes for children. She has established strong partnerships and works to ensure children are nurtured within a safe and relaxed environment.

Children are very happy, settled and enjoy their time with the child minder. They have a strong voice and extensively express themselves and their requirements. Children are confident communicating and discussing experiences. Examples include talking and discussing making dragon masks to celebrate the Chinese New Year and describing pets they have at home. They can strongly communicate their preferences and requests for snack time, such as cheese, crackers, and tomatoes. They constantly engage the child minder and engage us in their activities too. They have highly effective opportunities to make choices and decisions. For example, they choose their snacks, the toys they play with, and how to engage in activities which interest them.

Children feel safe, happy, and valued and are extensively settled with a strong sense of belonging. Children at the setting receive very high-quality comfort and support from a nurturing child minder who knows them very well. Children display very strong emotional bonds with the child minder, seeking reassurance regularly without prompting. They know their routines and engage in instructions and questioning by the child minder. For example, requesting assistance when rolling out clay to create a pancake and asking to use the toilet.

Interactions between children and the child minder are consistently positive and nearly always very relaxed. Children smile and laugh as they talk about using the clay to make a blanket for characters from a story. This was further developed to making helmets for the figures for their bike ride. Children feel they are treated effectively and with clear respect and their views are always taken into account. For example, the child minder asks what arts and crafts material they would wish to use to decorate their paper pancake.

Children confidently choose activities that interest them. They thoroughly enjoy their play and learning. Children can sustain their interest in activities for extensive periods of time, developing their play constantly. Examples included using imagination to develop the clay activity and the painting of the paper pancake. Children receive praise when they complete activities and are extremely proud of their work. For example, they were praised when helping with clearing up the clay from the table and on the figurines. They safely explore their indoor environment and freely choose toys available to them.

Children are well supported and encouraged in developing their independence. They visit the bathroom and wash hands independently under supervision. Children sit superbly at mealtimes and are highly effective in feeding themselves. They are strongly encouraged to make decisions about activities to engage in during their time at the setting.

The child minder has an extensive understanding of her role and responsibilities to keep children safe and healthy. There are highly effective and very strong policies in place. The child minder has current safeguarding training and has very strong procedures in place to safeguard children. She holds current first aid and food hygiene certificates. There are extensive systems in place to record accidents, incidents, and administration of medication. Effective hygiene practices are implemented including handwashing and sanitising carried out regularly. The child minder ensures that children wash and dry their hands routinely. Meals and snacks are provided by the child minder and promote a healthy varied diet, alongside options of water or milk to drink. The child minder is fully aware of children's dietary, health, and individual needs, with effective systems in place to support them when required.

The child minder is extremely kind and nurturing towards the children. She manages their behaviours exceptionally well using a warm and gentle voice, distraction, and praise. We heard superb use of positive language including constantly reminding children about manners. This was a theme throughout the visit with gentle and sympathetic reminders to say 'please' and 'thank you'. There are strong, natural bonds with children. We saw her showing the children affection and children sitting on her lap to listen to a story chosen by themselves. She sits with children and engages with them during their play; for example, during activities at the table and during role play activities.

The child minder effectively promotes children's play, learning and development. She keeps parents up to date about children's development using a daily diary noting what activities have been done, meals eaten and any messages to share. Children's individual needs are met, and the child minder has a strong understanding of how to support them. She is aware of the importance of children's routines and through weekly joint activities with other child minders and promotes 'child led' play. These include visits to Sain Ffagan Museum for basket weaving and garden centres to experience animals and parks to socialise and develop physically. Evidence of these visits show children being introduced to exciting activities and offered superb opportunities to make new friends. The child minder used incidental Welsh during our visit, including reading a story to the children. The child minder promotes diversity through various activities including making fireworks pictures and various activities celebrating the Chinese New Year.

Environment

Good

The child minder provides a safe and very well-maintained property, with specific areas for child minding. The main entrance is secure. Additional security includes a safety gate within the hall area to restrict access to the door and the stairs. All visitors sign in and out of the setting. The child minder practises three monthly fire drills to ensure children can evacuate the building in the event of an emergency. She completes daily checks and has valuable risk assessments in place for the premises, activities, transporting children and regular outings, such as local parks and libraries. The indoor and outdoor areas are secure and provide a beneficial space for children to play and develop. There is a gate between the hall and the kitchen, but no risks were apparent. The pet cat predominantly stays upstairs during child minding hours. The child minder has notified parents of the presence of a cat at the setting.

The property is welcoming, effectively organised, and has a warm homely feeling. Children benefit from a dedicated room which contains a variety of purposeful resources. These resources are rotated regularly. Children are encouraged to request resources that have been stored if required. The playroom has a calming environment which promotes positive learning outcomes for children. Within the room, children have sufficient space to play, as well as soft seating to rest and relax. The child minder encourages children to take worthwhile age-appropriate risks especially on the visits such as using the play resources in parks. The kitchen area is used for mealtimes and when completing creative activities. Children access a downstairs bathroom which is clean, well maintained and effective for children to use.

The child minder encourages children to use the enclosed outdoor play space. The area is well maintained and risk free. The child minder ensures she has a range of resources outside which include a tuff tray, sand and water pit and age-appropriate bikes. This area offers purposeful opportunities to extend children's play and physical development. The outside area is partly covered with a new shelter which allows children to access outside play during wet weather and has sun protection during the summer. The child minder has appropriate car seats which suit the ages of children attending the setting, including 5-point harness and booster seats.

Leadership and Management

Good

The experienced child minder runs a successful provision for children and their families. She has established consistently good systems to ensure she manages her setting and exceeds the regulations and national minimum standards (NMS) in the care she provides. All paperwork is organised, with clear and beneficial records in place. She undertakes training to ensure she can meet the needs of the children in her care. All household members have current Disclosure and Barring Service (DBS) checks, with a system in place for annual checks. The child minder ensures she engages with Care Inspectorate Wales (CIW) and other organisations when necessary.

There is an appropriate statement of purpose, providing parents with accurate and suitable information. However, the statement of purpose needs to be reviewed to ensure all relevant information contained meets the requirements of the NMS. Policies and procedures are clear, well organised, and undergo regular review. However, the additional learning needs policy needs to be reviewed in line with current legislation. All the relevant public liability insurance, car documentation and Information Commissioners Office (ICO) certificates are up-to-date and readily available.

The child minder evaluates the quality of her service annually. She effectively seeks feedback from parents and children. This information is used to develop her service and to gather what is working well at present. The child minder is organised and provides a strong and valuable service to parents. She responds positively to suggestions on how to improve the service she offers. For example, she purchases resources according to children's interests, such as toy farm. She creates a calm and positive atmosphere for the children in the setting. The child minder receives feedback which demonstrates positive levels of satisfaction from parents and children. The child minder ensures her own professional development is maintained through completion of relevant training. She ensures all mandatory training is kept up to date in a timely manner.

The child minder has worthwhile relationships with other child minders in the area ensuring children are offered varied opportunities to enhance her provision. Feedback received from parents is strong and positive. Parents are very pleased with the setting and with the opportunities their children experience with the child minder. Parents said, "*We like that she goes outside and visits lots of places*" and "*our child has a wonderful relationship with Mandy*" The child minder communicates regularly with parents through verbal handovers, messages and using a daily diary.

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	The Statement of Purpose should be reviewed in line with NMS 1.2 to ensure it contains all of the information required
Standard 4 - Meeting individual needs	Ensure that the Additional Learning Needs Policy is updated to include information relevant to the ALN act 2018

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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Date Published 25/03/2024