



## Inspection Report

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**Cardiff**



**Date Inspection Completed**

16/11/2023

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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	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.

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

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

## **Summary**

Children are thoroughly happy at the child minder's home. They are settled and are confident interacting with each other. Children can make choices about what they want to do. They are developing friendships with each other and show good bonds of affection with the child minder.

The child minder is experienced and qualified. She has a good understanding of how to keep children safe. She successfully promotes the health and wellbeing of the children in her care. She manages all interactions skilfully and in a beneficial way for the children. She also manages behaviour effectively. The child minder plans purposeful activities to promote children's interests and encourages their imaginative and creative abilities.

The child minder has effective systems in place to ensure the environment is safe and welcoming for all children. Children have access to a valuable range of age-appropriate resources and equipment to support their various interests. Both indoor and outdoor resources are well maintained and appropriate for the children attending.

The child minder runs an appropriately organised setting. She meets the regulations and the inconsistently the National Minimum Standards. The child minder has good systems for evaluating the setting, but the information is not consistently used within the Quality-of-Care review. She has developed positive and strong partnerships with parents who are very happy with the care their children receive.

Children are thoroughly happy and relaxed in the child minder's company. For example, children arrive from school with the child minder and immediately help prepare a small snack. This is eaten at the table where children chat to each other and the child minder regarding their day at school. Children feel comfortable as the child minder provides them with a relaxed atmosphere. They know what to expect from their time at the child minder's home and the layout is familiar to them along with the location of resources such as books, scissors, and art materials.

Children are confident to express themselves and make requests as they know the child minder will respond appropriately. For example, they request arts and crafts resources for their activity and ask for assistance to cut or stick decorations on a small Christmas pudding. Interactions between children and the child minder are positive and beneficial. Children effectively discuss their experiences, interests and topics including holidays that they had been on, their families and their Christmas activities in school. Children take turns and share resources during activities. Examples included the older children working with the youngest to support them in activities. "*Caring is sharing*" was a phrase heard from the children. The children ensured the child minder was fully engaged in the activity and she modelled ideas, asked relevant questions, and suggested ideas.

Children show positive enjoyment with the child minder and in the planned activities. For example, we saw children making a Christmas themed t-shirt, making a crown, and rolling and cutting shapes in icing. Children are keen to share their achievements with each other and the child minder and nearly always are greeted with a "*well done*." All the children show strong levels of engagement in all activities. During the visit, the children only had the choice to make use of the resources in the living room, but evidence was available of previous activities including photographs and items created such as the themed t-shirt. Children were keen to discuss their ideas for decorations on the crowns and t-shirts.

Children have appropriate opportunities to develop their skills and independence in line with their age which enables them to do some things for themselves successfully. For example, they serve themselves snack and drinks and retrieve resources independently. There is a need to increase the opportunities for the older children to develop their independence within activities, especially when choosing resources. Children gain a sense of achievement from what they do and are eager to share their successes with each other and the child minder.

## Care and Development

Good

The child minder is aware of her responsibilities to keep children safe and healthy. She implements effective cleaning and hygiene procedures. She encourages children to wash their hands frequently and reminds them why it is important. The child minder prepares snacks for the children. She maintains the appropriate food hygiene records and ensures her training is up to date. She maintains suitable risk assessments showing that risks have been considered and minimised where possible. Examples include the use of identification bracelets with the child minder's contact number when they visit locations. The child minder is aware of safeguarding procedures and has completed all relevant training. Although children are only present for short periods of the day, she completes appropriate medication and accident forms including noting pre-existing injuries. The child minder maintains the appropriate registers which are accurate and include arrival and departure times. She ensures that children's privacy and dignity is respected when they use the toilet.

The child minder manages interactions positively and is a positive role model, treating the children with kindness and care. She interacts positively with the children. Examples include "*What about a snowman?*" "*Why are the snowmen there?*" Children respond appropriately with answers such as "*because they are under the snowflakes.*" She constantly praises children for their efforts and accomplishments and encourages them to say '*Please*' and '*Thank you.*' The child minder manages the children's behaviour well and therefore children wait their turn for support appropriately. Children confidently ask if they need help or want something. For example, "*Please can I decorate some Christmas puddings for my sister*" and the child minder responded warmly and complemented the child for being thoughtful.

The child minder supports children's learning in a positive way and plans and prepares consistently good activities including making a crown for a party and decorating small Christmas puddings. The child minder assesses children through observations which are recorded in a useful journal noting achievements and progress. She provides a structured learning environment where children have a few opportunities to follow their interests. They have limited opportunities to be independent and to choose the resources they want to use in the prepared activities. The child minder skilfully supports children's learning and engages valuably with them appropriately during their play activities. All children feel close to the child minder and approach her comfortably for support or guidance during activities.

The child minder ensures her home is safe, clean, and well maintained indoors and outdoors. She provides a welcoming environment for children. The child minder keeps a record of visitors to the setting and ensures it is secure. The front door is kept locked when the children are present, and the outdoor garden area is securely enclosed and accessed through the setting. Regular fire drills and safety checks are in place, ensuring any potential hazards are monitored and have been minimised. The child minder understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She completes suitable written risk assessments for activities, alongside relevant monthly and daily visual checks.

The premises consists of one room and is well organised and accessible to all children. The area is bright, warm, and welcoming to the children. The outdoor space is accessed through the main play area allowing the potential for free flow between the indoor and outdoor environments. During the inspection, due to the time of year, no activities were observed in the outdoor area. The child minder supports children's independence and promotes socialising by providing age-appropriate tables and chairs as focal points of the service. She organises the setting so that it provides a good range of play opportunities suitable for nearly all the age ranges. Children can freely access resources, with floor space to play and they are able to move freely between the spaces available. They independently access the downstairs bathroom, which is clean and well maintained.

The child minder provides a wide range of engaging resources and activities which extend children's play and development. Examples include age-appropriate outdoor resources such as bikes, prams, and cars. Indoor resources which offer children good experiences include dolls, touch sound toys, soft toys, puzzles and arts and crafts materials. The layout and design of the environment promotes children's independence. There is effective storage indoors and outdoors which make it easy for children to access the resources independently of the child minder. Most of the resources required for planned activities are already available for the children or freely available nearby.

The child minder is organised and committed to providing a successful service. She responds positively to suggestions on how to improve the service. For example, she has implemented the recommendation from her previous inspection including collecting opinions from parents and children. Examples of recent questionnaires to parents and children were available. The child minder discusses all ideas raised by the children and where appropriate these are developed, or an explanation is offered why they cannot be acted upon, such as an extended car journey to a theme park. The child minder creates a calm and positive atmosphere in the setting. She maintains and shares an informative statement of purpose to parents that accurately reflects the service provided and meets the National Minimum Standards. However, at present, this is not always shared with Care Inspectorate Wales (CIW). The child minder has a set of policies that are reviewed annually and shared with parents. At present, not all policies are dated with the date of review. She effectively maintains the required records including registers and accident forms. The child minder has up to date car documents and is registered with the Information Commissioners Office (ICO).

The child minder reviews and reflects upon her service and produces a quality-of-care review. She seeks feedback from parents and children to support her in the evaluation of her service, providing an opportunity to highlight strengths and consider areas for improvements. However, this information is not always clearly included within the Quality-of-Care review along with strengths and areas to develop.

The child minder acknowledges the importance of training and continuing her professional development. She completes all mandatory training and seeks further opportunities to further develop professionally to ensure she can meet the needs of the children in her care. The child minder ensures she engages with Care Inspectorate Wales (CIW) and other regulators when necessary.

The child minder ensures that communication with all parents and carers is effective and positive. Parents are thoroughly happy with the care given to their children. They feel the child minder connects well with children and their children love going to the setting, as she is kind, caring and invests in their children's interests. She has contracts and permissions in place and keeps all the relevant information to meet children's individual needs. The child minder keeps parents well informed through verbal communication and photographs sent home at the end of the year, showing all the activities and places visited.



### 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
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 8 - Nurture and well-being	Increase the opportunities for the older children to develop their independence within activities
Standard 1 - Information	Ensure that the Statement of Purpose is reviewed and updated regularly
Standard 18 - Quality assurance	Ensure that the Quality of Care Review is in-depth and includes the collected views of stakeholders and areas for development

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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