



## Inspection Report

**Jayne Adams**

**Cardiff**



**Date Inspection Completed**

16/06/2022

**Welsh Government © Crown copyright 2022.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	24 January 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<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>Good</b>

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

## **Summary**

Children are very happy and secure at the setting. They form close and affectionate relationships with the child minder. Children can make choices and decisions about their care and play. They have good opportunities to become independent and develop their individual skills through a range of quality experiences and play.

The child minder is supportive and responsive to the needs of the children. She has a warm, caring manner and is an excellent role model. The child minder promotes children's learning and development well. She provides interesting activities that support children in progressing their skills.

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

The child minder manages the setting effectively, in line with the National Minimum Standards and regulations. She uses a good range of policies and procedures to run her setting. The child minder keeps parents well informed about their children. She works closely with them to ensure children's care is tailored to their individual needs.

Children have many opportunities to make choices and decisions. They move around the childminder's home and garden freely, choosing from the toys and activities available. Children express themselves confidently, as they know their ideas and opinions are listened to. For example, when the child minder suggested they go outdoors to play, one child said they would like to continue playing inside and their wishes were respected. It is clear the children have formed affectionate relationships with the child minder. They happily approach her for comfort and cuddles and invite her to join in with their play.

Children are content and enjoy attending. They are familiar with the routines in the setting, which makes them feel safe. Parents told us their children settle quickly when they arrive at the child minder's home. Children who arrive from morning nursery know where to put their belongings and to wash their hands, before quickly busying themselves in their play. They cheerfully chatted to us, showing they feel relaxed and secure in the child minder's care.

Children form friendships and interact well with each other. They eagerly greet their friends as they arrive at the child minder's home. Children enjoy one another's company and play happily together, sharing many smiles and giggles. They are learning to share and take turns. We saw children sharing toy vehicles well and have great fun taking turns to build a tower in the garden using large building blocks.

Children clearly enjoy their play and benefit from a varied selection of activities and learning experiences. They are enthusiastic and fully involved in their play. Children concentrate for an appropriate length of time in line with their age and stage of development. We saw them excitedly anticipate if two trains would crash, when playing with an electronic train set. Children have many opportunities for exercise and to explore their wider environment. They have lots of fun playing in the garden and enjoy plenty of outings and walks in the local community.

Children develop their independence skills well. This enhances their self-esteem and helps prepare them for attending school. They hang up their belongings when they arrive and put on their shoes independently when going outside to play. Children confidently access toys and resources or will ask the child minder for help if they cannot find something.

The child minder has a good understanding of how to keep children safe and healthy. She implements effective policies and procedures which promote children's health and well being. The child minder has up to date safeguarding training and understands the procedure to follow should she have concerns about a child. The child minder promotes healthy habits. She does not provide food but encourages parents to provide children with healthy snacks and meals. Parents told us the childminder will always offer children a selection of fruit if they are still hungry. In addition, she ensures children have plenty of opportunities to develop their physical skills and spend time outdoors. The child minder has a current first aid certificate, enabling her to deal with minor injuries confidently. She records all accidents and pre-existing injuries in detail and shares this information with parents.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She is kind and friendly and deals with any unwanted behaviour calmly and fairly. She skilfully uses a range of positive methods to support children in managing their own behaviour. For example, by clearly communicating her expectations for sharing and by distracting and redirecting children. This practice helps children learn about socially acceptable behaviour whilst promoting their self esteem. The behaviour management policy outlines the practices seen during our visit. We heard the child minder praise the children frequently for their efforts and positive interactions.

The child minder supports children's learning and development effectively. She knows the children very well and understands their needs and abilities. The child minder uses this knowledge to plan activities that allow children to develop a range of skills and follow their interests. She regularly observes children's play and learning to track their progress. This informs the child minder to plan activities to enable children's next steps in development. There are plenty of opportunities for uninterrupted play, which allows children to direct their own play and stimulates their imagination. The child minder encourages and supports children, giving them the time, space, resources, and facilities to try things for themselves. Her patience with the children, gives them the confidence to be independent.

The child minder makes sure the premises are secure and safe. For example, doors were locked when we arrived, our identity checked, and we were asked to sanitise our hands before entering. The child minder has a number of detailed risk assessments for all areas of the home and garden and reviews them regularly to ensure children's safety. She carries out regular fire drills and helps children understand the importance of fire safety. The child minder follows current best practice guidance when cleaning her home and resources to protect children from the risk of COVID 19. All maintenance checks for the home and appliances are up to date.

The child minder provides a welcoming and friendly 'home from home' environment. Children have use of a dedicated playroom, dining room, conservatory, and large garden. A good range of age-appropriate toys and resources are available for children to choose from. These include construction toys, arts and craft materials, role play kitchen and shop, tablets, and games console. Toys and games are well organised and stored in see through boxes so children can choose independently. Children's efforts are valued with samples of their artwork displayed on the walls, some of which is labelled in Welsh. There is a designated area for children to store their personal items. This gives children a sense of belonging. The outdoor play area offers plenty of space for children to play and explore. There is a slide, climbing apparatus and a selection of ride on toys for children to develop their physical skills as well as an area for children to plant and grow flowers and vegetables.

The child minder ensures equipment suits the children's age range. For example, child sized table and stools, and step in bathroom to aid children when washing hands and using the toilet. The child minder ensures toys and equipment are in good repair. She regularly rotates toys to provide further choice and variety for children. When purchasing new resources, the child minder considers children's interests. For example, children had requested some additional controllers for the games console and more toy dinosaurs.

The child minder is very experienced and manages her setting well. She is motivated to improve her skills and the quality of care she provides. All recommendations made at the previous inspection have been met. The statement of purpose provides parents with the information they need to decide whether the setting suits their child's needs. There are a beneficial range of policies and procedures which the child minder implements well. Although, a small number of policies require some minor amendments. The complaints policy does not contain information regarding procedures should an outside agency need to investigate a complaint. The lost /missing child policy does not state that any incidents would be referred to the local safeguarding board and the requirement to notify CIW.

The child minder monitors the quality of her setting effectively. She regularly seeks the views of children and parents. Feedback is used effectively to evaluate her setting and produce a quality of care report. The report reflects positive feedback from parents and children. The child minder understands the importance of keeping up to date with best practice and the need to refresh her training and skills regularly. She ensures that all mandatory training such as paediatric first aid and child protection is regularly updated. All household members' disclosure and barring service checks (DBS) are up to date.

The child minder understands the importance of working in partnership with parents to ensure children receive support required to meet their individual needs. She gathers useful information about children's preferences and routines before they start. Parents are provided with a copy of all the setting's policies, which the childminder takes the time to explain to ensure parents understanding and agreement. The child minder keeps all parents well informed. She provides photographs and updates of children's experiences at the setting via a digital app and provides verbal feedback to parents on collection. Parents we spoke to were extremely complimentary of the child minder and the care and support she provides to both their children and family. One parent told us, "*we have been extremely happy, children love it there and my oldest child still says he would like to go back, been really lucky to have them, can't recommend them highly enough*".



## **Recommendations to meet with the National Minimum Standards**

R1. Update the complaints policy and lost/missing child policy.

### 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

<b>Ratings</b>	<b>What the ratings mean</b>
<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.

**Date Published 08/07/2022**