



## Inspection Report

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**Cardiff**



**Date Inspection Completed**

11/10/2021

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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	16 August 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	<p>This is a service that does not provide an 'Active Offer' of the Welsh Language.</p> <p>It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service.</p> <p>We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'</p>

## Summary

***This is an inspection undertaken during the Covid-19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.***

Children are very happy and secure at the setting. They have very warm relationships with the child minder. Children are familiar with the routines and settle quickly. They are able to make choices and decisions about their care and play. Children have opportunities to become independent and develop their individual skills through a good range of quality experiences and play.

The child minder is attentive and knows the children well. She is confident in her role and clear policies and procedures support her in this. She manages children's interactions well. She plans activities before children arrive and has an effective system to record the progress and achievements of preschool children.

The home environment is very welcoming and in very good repair. Cleaning and health protection arrangements brought in due to the Covid-19 pandemic are effective and well integrated into the setting. A good range of stimulating toys and resources promote children's all round development.

The child minder has established good systems and processes to manage the service, and is committed to on-going improvement. She has all the required policies, procedures and records in place. Parents are very complimentary of the setting and the child minder has built positive partnerships.

## Well-being

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Children make choices and very much enjoy the time they spend at the child minder's home. They are confident to speak up and make their needs and wishes known. They have consistent opportunities to follow their play interests and to make decisions and choices about what they like to do. Children chat animatedly with the child minder and they have nice conversations. A child asked for drawing as one of the activities and the child minder brought down a box full of crafting resources which the child waded through to find what they wanted.

Children are happy and settled, and are clearly very attached to the child minder. Children know their opinions are heard and their needs will be met, which helps them to feel comfortable and secure. Their emotional needs are met well and they have good relationships with the child minder. They are comfortable and relaxed within the setting and feel a sense of belonging. The child minder asked if the child would like to choose one of their daily affirmations cards, which the child did. It contained the affirmation "I am enough", and the child smiled as she said it.

Children are learning to manage their own behaviour and interact nicely in the setting. Their efforts are praised and complimented. Children who are anxious sometimes enjoy writing little letters to the child minder or their parents and post them in the playroom post box, which helps comfort them.

Children are enthusiastic, interested in their play, and enjoy a good range of opportunities. They are successfully learning new skills, such as communication, through activities that interest them. Children concentrate for a good length of time. We saw a child play with playdough for a long time. When the child minder stepped away from the activity, the child asked her to come back and play, which she did.

Children have opportunities to develop new skills and become independent. They are given time and space to select their own toys and follow their own interests, supported by the child minder when required. A young child showed confidence in looking through stored resources in the playroom, picking out toys moving happily from one play activity to another. Children pour their own drinks at meal times and in a move to introduce a greater proportion of real life items into the children's experiences, the child minder now provides proper china cups now rather than plastic ones.

## Care and Development

***This is an inspection undertaken during the Covid-19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.***

Children benefit from the good procedures that the child minder uses to keep children safe and healthy. She is able to identify children at risk and has the confidence to follow safeguarding procedures appropriately. The child minder maintains paediatric first aid training so that she can meet children's needs. Disclosure and Barring Service (DBS) checks are updated as necessary. She provides appropriate meals and snacks for children and the children benefit from a healthy eating approach which takes account of any individual dietary requirements and follows current guidelines. Effective accident, incident and medication recording systems are in place. The child minder has adapted her service well to cope with the Covid-19 pandemic and is keeping herself up to date with Welsh Government's guidance for child care as it is up dated.

Children are treated very warmly, with dignity and respect. The child minder sets realistic boundaries, is a good role model and uses a consistent approach to managing behaviour. She takes account of the children's age and understanding. We saw the child minder was positive and warm when guiding children's behaviour, using praise for positive behaviour and gentle reminders for minor unwanted issues. She speaks with the children in a consistently calm and reassuring manner, which puts them at ease.

The child minder provides a nurturing and caring environment in which children's development is promoted and their needs are met. The child minder ensures that children are able to exercise choice over the activities they engage in. She is aware of the principles of the Foundation Phase curriculum. She speaks knowledgeably about the different skills she aims to develop in the children through the various activities she provides. She takes into account children's interest and abilities, which ensures children respond well, are interested and engaged. The child minder keeps a record of children's development, with photographs and meaningful observations of the children's skills.

## Environment

***This is an inspection undertaken during the Covid-19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.***

Children are cared for in a clean and safe environment. The child minder carries out a daily visual risk assessment and good cleaning routines throughout the play space. Planned regular deep cleaning takes place in line with the formal written risk assessment of the premises, updated in line with Covid-19 considerations. The child minder maintains relevant insurances and an annual gas safety certificate for her home. She is aware of the need to maintain confidentiality. She is registered with the Information Commissioner's Office (ICO). The child minder undertakes fire drills regularly and these are recorded appropriately.

The facilities and equipment provided meet the children's needs well. The home is welcoming and friendly, appropriately maintained, and there is a good standard of cleanliness and repair throughout. The main play spaces are a lounge and conjoined conservatory. The conservatory is decorated in an inviting, child-friendly way, with pictures, children's work, and mobiles displayed. The way in which resources are stored means that children can access most of them independently, and this helps with their independence and free choice. Children have not had access to the garden as maintenance work has been carried out to ensure safety. We discussed the need for the child minder to risk assess the garden again before children begin to use it.

Children have access to toys and equipment that are appropriate and suitable to their needs. The resources at the setting cover a wide range of play opportunities for all age groups, including books, threading activities, small world toys (such as cars and trains), dolls, construction blocks, craft resources and role play. It was also clear that the child minder had worked hard to improve resources to include more natural and real life resources, in line with the ethos of the Curiosity Approach. She explained that she has found researching the resources inspiring and that the children have responded very positively to the changes. We saw children freely accessing the stored resources on many occasions, easily finding what they wanted to play with. The child minder told us she cleans the resources on a regular basis, and that this has been increased during the Covid-19 pandemic.

## Leadership and Management

***This is an inspection undertaken during the Covid-19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.***

Children and parents benefit from a well-run and planned setting. The child minder has a Statement of Purpose in place which contains the information required and is kept under review to ensure it is always an accurate reflection of the service provided. The setting's policies are appropriate and thorough. The register of children's attendance contains all of the necessary information and is completed in a timely manner.

Children and parents benefit from a setting which is committed to high standards and improving outcomes for children. There is a good system in place to ensure that the child minder undertakes formal self-evaluation on an annual basis. The Quality of Care report demonstrates that the child minder consults with parents and children and she uses that information to set an action plan to improve the setting over the next 12 months.

Robust procedures are in place to ensure the child minder is suitable to care for children. The child minder and relevant members of her household have DBS checks in place and the child minder has a system to ensure they are updated. The child minder has also shown a very strong commitment to her continuing professional development by undertaking many additional training courses to further improve her understanding of child care and related matters. There are contingency plans in place to deal with emergencies and nominated people in place who can be called upon in an emergency.

Parents have all the information they need to make an informed choice about using this setting. Children's needs are identified to ensure a good quality of care can be provided. Visits to the setting are undertaken by parents. Child record forms are completed to ensure the child minder has the information necessary to provide good quality care and the children's needs are met. Copies of all policies are available to parents. Parents are kept involved and informed about their child's activities.



## Recommendations to meet with the National Minimum Standards

**Areas for improvement and action at, or since, the previous inspection. Achieved**

The child minder failed to notify CSSIW of a change to the facilities available to children (including building works at the home) which would also have required an updated to the SOP, and an incident where a child was not collected from school.

Regulation 31 (1)  
Sch4.10

**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None

**Areas where priority action is required**

None

**Areas where improvement is required**

None

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