



Inspection Report

Siwan Gregory

Cardiff

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

23/05/2024

Welsh Government © Crown copyright 2024.

*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
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	10
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	20 July 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy and relaxed in the child minder's care. They are settled well and are comfortable within the setting. Children are given worthwhile opportunities to make choices about what resources to use and which activities they want to do. They have strong bonds with the child minder who responds positively to their feelings.

The child minder is experienced and ensures she completes appropriate training. She has a good understanding of the processes and importance of keeping children safe. The child minder manages interactions between the children and their behaviour successfully. She effectively promotes the health and wellbeing of the children within the setting.

The child minder cares for children in a safe and secure environment. She creates a welcoming space where children can play and learn. The child minder maintains the environment to a good standard. She provides resources that promote all areas of children's learning and development.

The child minder manages her setting effectively. She updates and keeps purposeful records. The child minder completes a quality of care review and identifies ways to improve the setting. She ensures that children and parents have a beneficial role within the process. Partnerships with parents are strong and positive.

Well-being**Good**

Children are happy and relaxed within the child minder's care. They have a strong voice and feel at ease expressing themselves. Children chat happily with the child minder and know she values their ideas and opinions. We saw a child suggest they play a game of hide and seek and the child minder enthusiastically join in. They have many opportunities to make choices and decisions. For example, they play freely and decide which toys and activities they would like to play with.

Children are confident to express themselves and make requests, as they know the child minder will respond appropriately. For example, they express what they wish to do next, such as play with resources or sit on the child minder's lap to read a book. Interactions between children and the child minder are strong and worthwhile. They skilfully discuss their activities and answer questions posed by the child minder. For example, children enjoyed role playing 'a day at the beach' in the garden. The child minder was engaged in the activity and sat with the children on the floor, asking relevant questions and suggesting ideas. The children responded consistently well to the questioning.

Children are developing friendships at the setting. They play happily with and alongside each other and even very young children are learning to share, take turns and support each other in play. They are respectful and affectionate towards the child minder and co-operate well. For example, we saw children eager to help the child minder set up snack time in the garden by bringing out a picnic rug. Children have further opportunities to develop friendships as they regularly spend time at local community toddler groups.

Children are motivated and engaged in their play and learning. They enjoy the activities and resources available to them. For example, we saw children smile and laugh enthusiastically whilst they played with equipment in the garden and concentrate for an appropriate amount of time as they cut up play food. Children are eager to share what they are doing. For example, a child showed us a bug that they had found on the slide in the garden.

Children are developing their independence skills successfully, enabling them to do things for themselves. For instance, they use the bathroom facilities and wash their hands independently with some oversight and direction from the child minder. They hang up their coats and bags in the hallway. Children access resources with ease or will confidently ask the child minder for help if they cannot find something.

Care and Development

Good

The child minder follows good procedures to keep children safe and healthy. She follows effective hygiene procedures, ensuring that all surfaces are clean and that children wash their hands regularly before food and after toileting. The child minder follows the policy for nappy changing, ensuring that the changing area is sanitised after a nappy change, however, personal protective equipment (PPE) is not used in line with infection prevention and control guidance. She has a very good understanding of her responsibilities in relation to safeguarding and knows what procedures to follow if there was a child protection situation. Accidents, incidents and medication records are signed and dated. Children bring their own foods and have access to water throughout the day. The child minder knows the children's dietary needs and intolerances. She ensures children have access to regular outdoor physical play and fresh air by visiting local parks and attractions.

The child minder is very responsive, caring, and warm in her interactions with the children. She is a good role model and uses plenty of praise and encouragement to support children and reinforce positive behaviour. Manners are important and the child minder was consistently reinforcing these with the children. Throughout the day, "*Os gwelwch yn dda*" and "*Diolch*" were constantly heard by children and the child minder. She has a good understanding of children's development and varying needs and how these can impact on behaviour. The child minder uses this knowledge to consistently implement positive behaviour management strategies appropriate to the needs of the children in her care.

The child minder promotes and develops children's learning needs through observation based on their needs, preferences and abilities. She plans some termly craft work for children based on festivals and seasonal changes, such as Christmas, Easter, Mothering Sunday and Spring. The child minder builds on children's language development by having meaningful discussions with them during story time. For example, whilst reading the book 'Diwrnod Elfed', the child minder ensured she talked about the names of colours and body parts. Discussion with the child minder evidenced that she knows the children in her care very well. She uses a 'flower chart' to record observations and show children's development. The child minder plans a good range of activities outside the home which support children's learning and development. For example, soft play activities which support physical development and exploration.

Environment

Good

The child minder provides a clean and safe environment for children. She keeps the front door locked while children are present, and ensures visitors show identification and sign in. The garden area is safe and surrounded by a secure fence. A daily risk assessment check is completed for indoor and outdoor areas. The child minder monitors and responds to any potential hazards in a timely manner. There are a purposeful range of risk assessments in place for all areas of the home and a variety of activities and outings which identify emerging risks and the measures in place to minimise them. The child minder conducts regular fire drill practices with the children and logs these in her fire drill record. She ensures that maintenance checks for the home and car are up to date, and she maintains current public liability insurance.

The child minder ensures the environment is welcoming so that children feel comfortable and at home. She provides plenty of toys, games and equipment and organises these well so children can access them easily. The layout of the play room promotes children's independence and is attractively organised to enable children to freely explore and make their own choices about what they want to play with. A lovely, secure garden is well resourced with different areas that provide a variety of worthwhile play and learning opportunities for children to enjoy outdoor play. For example, a sheltered area for all weather play, an area for bikes and ride on toys, a play house, a play tent, and a slide. There is direct access to the garden area from the play room, and weather permitting, children can access this freely. There is also another larger lounge, which is mainly used for younger children to sleep and older children to relax in after school. There is a toilet area on the ground floor of the property which children can access independently.

The resources are stimulating, age-appropriate and meet children's needs effectively. Children can access these resources independently. The child minder ensures equipment suits the children's age range. Children can sit comfortably at high quality child sized furniture to complete tabletop activities. A step in the bathroom promotes children's independence when using the facilities. The child minder ensures all toys and resources are in good working order and clean to minimise the risks of cross infection. There is a mix of wooden and plastic resources. The child minder ensures there are multi-cultural resources to promote diversity. Welsh and English books are available.

Leadership and Management

Good

The child minder is enthusiastic and driven to provide a good quality service. She has an informative statement of purpose that contains the required regulatory information and is compliant. The child minder has a range of policies and procedures that she provides to parents, including safeguarding, complaints, and additional learning needs. However, these are not regularly reviewed. The child minder is a member of a childminding support organisation. She finds this useful to keep up to date with information about her business and uses some of the documentation the organisation provides. The child minder agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as application of sunscreen, photographs and accessing emergency medical treatment. She has suitable records showing the children who attend the setting with exact times and dates.

The child minder has a useful system in place to review her setting. She completes an annual quality of care report. The report reflects on feedback from parents and children, outlining the setting's strengths and any areas to develop. She is reflective of her practice and shows ongoing commitment to make improvements to her setting. For example, she has used a grant to develop the outdoor learning environment as a result of feedback from children. The child minder has arrangements in place to deal with potential complaints and concerns. She has completed the Self-Assessment of Service Statement (SASS).

The child minder is well-qualified and experienced in child development and committed to her own continued professional development. She has regularly undertaken additional training to further increase her skills and knowledge. The child minder's Disclosure and Barring Service (DBS) check is up to date.

The child minder understands the importance of working in partnership with parents to ensure children in her care receive the correct support to meet their individual needs. Parents are very 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. The child minder keeps parents well informed about their child's experiences and development by providing regular verbal feedback at pick up and sharing information and pictures through personal messenger via a webform app.

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
------------	---------	--------

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)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Consider undertaking the Public Health Wales Infection Control Audit to inform hygiene procedures.
Ensure that all policies and procedures are regularly reviewed.
Consider displaying photographs of the children and their artwork in the setting to encourage a sense of belonging.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 15/07/2024