



Inspection Report

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Cardiff



Date Inspection Completed

17/06/2024

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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 | 19 June 2018 |
| 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> | 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 settled and have good opportunities to make choices. They are happy and have strong bonds with the child minder and her assistant. Children enjoy learning new skills through play-based activities and visits.

The child minder and her assistant understand their role in keeping children safe and healthy. They manage interactions in a positive manner and are consistently warm, patient and kind. The child minder knows the children and their individual needs very well. She provides activities and visits that meet their needs and interests.

The setting is safe and secure. The child minder ensures children are cared for in a clean, warm, comfortable, and well maintained environment. She provides children with a light, bright area to play in a 'home from home' atmosphere. The child minder offers good resources and toys for children to play with.

The child minder is experienced and qualified. She maintains her and her assistant's mandatory training. She has suitable policies and procedures in place; however, some policies and procedures require review. The child minder manages the setting successfully and has built very positive partnerships with parents.

Children are relaxed and enjoy their time at the setting. They make decisions about how they spend their time. For example, children have free access to toys and resources in a designated playroom within the setting. Children also choose if they would like to spend time inside or outside the house.

Children separate well from their parents and guardians and settle quickly into the homely environment. They know the routines well which makes them feel comfortable and secure. Children's feedback viewed during the inspection includes comments about how happy and settled they feel and the range of activities they can choose from.

Children's interactions are good. They have positive bonds of affection with the child minder and the assistant. The child minder supports interactions between children, and they are learning to play alongside other children of different ages. For example, children respond appropriately to the child minder's guidance about which slide is the most suitable for them to use. During mealtimes, children engage with the child minder and her assistant responding well to instructions. Throughout their time at the setting, they communicate confidently with the child minder and the assistant using both verbal and non-verbal cues. Older children are happy to chat to visitors. They tell us about their time at the setting and show us how to write their name.

Children engage well in the play-based activities and concentrate for an appropriate length of time. For example, they play with puzzles and complete more than one. Later in the day, they talk to us about them, discussing the pictures. Children develop good confidence levels and self-esteem. Playing in the garden they smile proudly as they access the toy car managing to climb in and shut the door on their own.

Children show an age-appropriate level of independence. For example, older children know where to keep their belongings and what toys they are allowed to access independently. Children are aware of the daily routines, and this provides them with the confidence to develop their independence skills. Older children are confident to access the bathroom and take care of their own personal hygiene. Younger children are encouraged to feed themselves and hold their own drinks.

Care and Development

Good

The child minder has a suitable understanding of how to keep children safe and healthy. She encourages children to be healthy and physically active by making good use of nearby parks and play areas. The child minder understands the procedures to follow in relation to safeguarding children. She has a safeguarding policy in place. However, it does not include details about prevent duty, procedures for an assistant to follow, and record keeping procedures. The child minder keeps records of accidents, including times and dates which parents are informed of and required to sign. She also follows her medication policy and completes written medication records. However, these have not always been signed by parents to acknowledge the administration. The child minder and her assistant have current suitable paediatric first aid certificates. They ensure first aid kits are available in the home and for outings in order to deal with minor injuries effectively.

The child minder is caring, experienced, and committed to meeting children's individual needs. She is sensitive to the wants of children, providing appropriate care and affection. The child minder gives hugs when needed to provide comfort and reassurance. She manages children's behaviour naturally as part of the organised day-to-day activities. For example, she praises a child for being careful on the slide. The child minder is consistent in her approach to behaviour management through use of positive language and setting realistic boundaries such as reminding children to share and to take turns using the toys. She includes children in her decisions by displaying the rules in the playroom.

The child minder knows the children well and has formed positive bonds with them. She ensures new children settle quickly at the setting by collecting information about the children's needs as well as their likes and dislikes and communicating with the parents. She provides activities in the home environment to meet the interests of the different ages of children that attend, such as board games and arts and crafts. For example, older children use re-cycled materials such as milk bottle tops to create large artwork. The child minder plans purposeful visits to the local area such as the beach, castles, local parks, playgroups and play centres. She keeps a record of younger children's achievements and development, in a diary style format. The child minder informs us that this is shared with parents.

Environment

Good

The child minder ensures the home is secure, and no unauthorised access is allowed. Visitors are asked for identification upon arrival and to sign in and out of the visitor's book. She completes general maintenance annually, such as the gas safety certificate. The child minder tells us she completes daily checks before the children arrive and we saw a check list that is used to support this process. She conducts monthly fire drills and regular checks for fire alarms.

The property is warm and welcoming with a spacious playroom which is well organised. The child minder has safety gates fitted to ensure children do not leave the play area unattended. Children make good use of the playroom which has a table for activities such as puzzles and arts and crafts. From the playroom, children have access to a large, enclosed garden with suitable toys and activities. The child minder ensures children have opportunities to relax or read a book on the large sofa in a lounge area. There is an accessible toilet downstairs and children have supervised access to the kitchen to eat their meals. The child minder displays children's artwork which supports their sense of belonging at the setting.

The child minder provides suitable age-appropriate toys and resources. All resources are organised and accessible for the children. For example, children have access to role-play toys such as a toy kitchen and pushchairs. Other toys are stored in the view of children and rotated to suit the ages and interests of the children present. The child minder ensures resources of interest to the children in attendance are kept at a low level so that children can access and use them independently. All resources are of a good quality and well maintained. Outdoors the child minder makes good use of the garden. Children have opportunities to learn about how plants grow and how to care for them. For example, children grow their own sunflowers and learn about where is the best position for seeds to germinate.

Leadership and Management

Good

The child minder organises her setting well. Most of the required policies and procedures are in place. However, not all policies have been reviewed and updated in a timely manner. For example, the special educational needs policy needs to be reviewed in line with the additional learning needs act in Wales. The child minder has a statement of purpose, which meets the requirements, and this was updated during the course of the inspection in order to reflect changes to the setting. She ensures public liability insurance is valid as well as suitable car insurance and car roadworthy checks. The child minder keeps records about the children in her care and these are organised and reviewed. Records include contracts, children's information forms and parental consents.

The child minder is qualified and experienced. She seeks feedback from parents and children by sending out questionnaires. She provides a basic quality of care report annually. In this report she considers the opinions of those who use her service.

Since registration the child minder has employed a part-time assistant. She has evidence of recruitment checks before formal employment. The child minder ensures the assistant receives training to support them in their role. For example, they hold a valid paediatric first aid certificate and have completed safeguarding training. The child minder has regular dialogue and good communication with her assistant; however, supervisions and appraisals are not formally recorded.

The child minder has strong links with the community through regular visits to local children's groups and activities. She collects children from the local schools and has built up a relationship and routine with them over her years as a child minder. The child minder has very strong partnerships with parents and ensures regular communication with them. Individual information such as what children have eaten and their activities, is shared with parents at pickup and via private messages. We saw feedback from parents which confirmed that they are very happy with the care provided and the activities on offer. Parents commented on how settled their children were in a 'home from home' setting.

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) |
| Standard 11 - Medication | Ensure parents always sign medication records. |
| Standard 20 - Child protection | Review the safeguarding policy in line with Wales Safeguarding Procedures considering the role of the assistant and how records are kept. |
| Standard 4 - Meeting individual needs | Review the ALN policy and ensure that all policies are reviewed yearly and any updates required made in a timely maner. |
| Standard 13 (Child Minder) - Suitable Person | Ensure you record supervision and appraisals for the childminding assistant in order to fully meet the requirements set out in annex a of the National Minimum Standards. |

| 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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