



Inspection Report

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Cardiff



Date Inspection Completed

26/09/2024

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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	27 March 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of 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, comfortable and happy in the childminder's home. They direct their own activities and learning and are confident communicators, voicing their needs and opinions clearly. They have formed close friendships and interact positively with one another. They are confident to do things independently and develop good all-round skills.

The child minder understands her role to keep children safe and healthy. She has a caring manner and is responsive to the needs of the children. The child minder provides a good range of activities and resources which are in line with children's interests and help to promote their learning.

The child minder's home is clean, safe and well maintained. It provides ample space for children to play in comfort. Suitable risk assessments and safety checks are in place for most aspects of the service. The child minder provides a range of good quality toys and resources enabling children to take part in a variety of activities.

The child minder manages her service effectively and is experienced in her role. She has built positive partnerships with parents and works well to provide them with information about children's well-being and care. She monitors her service regularly and is keen to make improvements for the benefit of the children in her care.

Well-being

Good

Children thoroughly enjoy attending the setting. They are free to make choices and decisions about what they would like to do during their time in the child minder's home. They confidently choose the activities and resources they wish to use and express themselves well because they know their ideas, wishes and choices are listened to. They confidently ask for anything they might want with ease. For example, we heard children ask, *"May we have the TV on?"* and *"Can we go outside please?"*

Children are happy, settled and relaxed in the childminder's home. They are very familiar with routines, helping to give them a sense of belonging. They have formed strong bonds of attachment with the child minder and readily approach her for general conversations. Children respond positively to any praise given. For example, they smiled proudly when receiving positive reinforcement from the child minder for sharing resources and succeeding at tasks. At home time, we heard them comment *"Oh no, it's not time to go is it, I'm not ready yet"* as they continue to have fun with their friends.

Children are developing their social skills successfully and interact well. They have formed positive friendships and enjoy one another's company sharing plenty of smiles and laughter. They readily share resources and are kind, caring and considerate. For example, an older child recognised when a younger child was showing an interest in their dinosaur 'top trumps' card game. They invited them to play saying *"Here you go, I'll give you some cards too if you want to join in"* before proceeding to explain the rules of the game. They respond well to occasional prompts from the child minder, showing they can manage their own behaviour.

Children show enjoyment in their play and learning. They are motivated and enthusiastic. For example, they showed delight as they discovered a new activity, saying *"Wow, look at that, we have a new cup and ball game"*. They sustain interest and have lots of fun as they show off their new tricks to the child minder. They are keen to share their knowledge with one another. For example, we heard them talking in detail about the locations of the seven wonders of the world including the 'Rome Colosseum', 'Taj Mahal' and 'The Great Wall of China'.

Children are developing their independence skills well. They take ownership and responsibility for their own belongings, taking off and putting on their own shoes and coats as they transition to and from the outdoor area. Older children access the toilet facilities freely and wash their hands independently, including before snack time and help themselves to drinking water. They listen well to the child minder and follow any directions with ease.

The child minder has a good understanding of how to keep children safe and healthy. She holds up to date safeguarding training and understands the procedures to follow should she have any concerns about the children's safety or welfare. She keeps a record of all accidents, incidents and existing injuries to children which are discussed with parents. She has a clear medication policy and procedure in place, however she told us that there have not been any requests from parents to administer medication, for some time. She holds a current paediatric first aid training certificate, enabling her to deal with minor injuries or accidents confidently. The child minder promotes children's physical well-being successfully through daily walks to and from school and through regular outdoor play. She provides nutritious snacks to children such as wholemeal toast and fruit and encourages them to drink plenty of water. She has robust systems in place to ensure that any allergies or dietary requirements are managed effectively. The child minder holds relevant food hygiene training, follows correct cleaning procedures and encourages children to practice regular handwashing as part of her infection control process.

The child minder manages children's behaviour effectively. She has a calm and patient nature and is a good role model, treating children with respect. She has an effective behaviour policy in place and implements positive strategies, offering regular praise to children for their efforts. For example, we heard the child minder using positive language such as *"Wow, that's so clever, amazing work"* and *"That's so kind of you, well done"*. The child minder encourages children to share, take turns and be kind to their friends. She uses gentle tones and simple reminders such as *"No pushing one another please, that's not kind"* and *"Remember to be kind and take turns when playing with the toys"*. She encourages children to use 'please' and 'thank you' often.

The child minder knows the children in her care very well and is responsive to their individual needs. She fully supports the choices of children, allowing them to have opportunities to explore the environment and actively takes interest in their chosen activities. There are no formal plans in place for learning and the child minder does not undertake observations or monitor the children's progress and development to inform next steps in learning. This is because the children are only in the child minder's care for a very short period of time each day and are in full-time education. Children attend a Welsh school, however during the inspection, we did not hear the child minder promoting the use of any Welsh language or provide any opportunities for children to develop their Welsh language skills.

Environment

Good

The child minder ensures that children are cared for in a safe, secure and clean environment. External entrances are always locked ensuring that children are unable to leave the premises unsupervised. The child minder undertakes daily visual checks to identify any emerging risks that could impact on children's safety and well-being. Basic risk assessments are in place for most aspects of the service; however, we identified that these had not been reviewed for some time to ensure children's continued safety. They included resources and equipment which is no longer in use by the child minder and also did not identify or consider the potential hazards and risks of newly purchased outdoor equipment and the risks these pose to children. The child minder ensures that smoke alarms are frequently tested and undertakes regular fire drills with the children, ensuring they are aware of how to leave the home safely in an emergency. She ensures relevant safety checks for the premises are completed such as the annual gas safety check. Cleaning materials and hazardous substances are stored away from children. Correct procedures for food preparation and infection control are always followed by the child minder.

The home environment is very well maintained and comfortable for the age range of the children who attend the service. Children have access to the downstairs lounge and dining area as well as a quiet room to relax and supervised access to the kitchen during snack times. The areas available to children are bright and airy with ample space for play and activities but also relaxation and reflection. There is an enclosed rear garden to promote outdoor play experiences and children can flow freely between the indoors and outdoors, promoting their choice and independence. The child minder utilises both the indoor and outdoor spaces well to provide a variety of activities and resources. These are stored at low-level enabling children to pursue their individual interests. Children access the toilet on the first floor, which is clean, well maintained and suitably equipped to support their independence.

The child minder provides a good range of quality resources, furniture and equipment which is age appropriate and relevant to children's interests. For example, children enjoy playing mini snooker, mini table football, interactive games or completing construction models. She provides some toys, books and puzzles reflecting diversity and a multicultural society. Outdoors, children enjoy using the physical equipment available such as pogo sticks, softballs and a variety of ride-on toys. The child minder informed us that these resources are regularly rotated to provide further choice and variety for children. She regularly monitors all resources to ensure they are clean and in good repair.

The child minder manages her service effectively. The statement of purpose provides an accurate description of the service enabling parents to make an informed decision about the care of their child. She has a range of beneficial policies and procedures in place to help support the operation of her service. These are regularly reviewed, and some have been recently updated to reflect current legislation. The child minder obtains relevant information about children before they start at her setting. She has obtained specific permission from parents regarding emergency medical care, however we noted that the wording of this permission was not clear enough to ensure that the child minder is able to seek intervention over and above first aid, should the need arise. She maintains daily records such as attendance registers well.

The child minder monitors the quality of her service appropriately and collects the views of parents via questionnaires. She verbally asks for the views of the children and has previously added a range of new resources and games in response to their wishes. She produces an annual quality-of-care report. However, the report does not clearly show how the views collated have fed into the development of the service and does not include any recent improvements made. Additionally, it also does not show any proposed developments for the future to further improve outcomes for children. The child minder submits her Self-Assessment of Service Statement when requested by Care Inspectorate Wales (CIW).

The child minder organises her day well to meet the needs of the children in her care. She is experienced in her role and ensures that mandatory training including paediatric first aid and child protection is regularly updated. She has an up-to-date disclosure and barring service check (DBS) to confirm her suitability as a registered child minder. She has not completed a relevant course for child minding as per the Social Care Wales framework. This is because, the expectations for registering with CIW have changed since the child minder originally began caring for children. She fulfils her responsibilities in terms of notifying CIW of any significant events affecting the service. She has links with another child minder in the area that she can call on should an emergency arise.

The child minder has well-established relationships with families who use her service and keeps them well informed through detailed verbal handovers. Parents spoken to as part of the inspection gave extremely positive and highly complementary feedback. They value the care their children receive and noted that the child minder treats their children like one of her own family. They described her as 'kind', 'caring', 'patient' and 'supportive'. Comments included *"I am so lucky to have found her, it's just like home from home and that's what I want for my children"*.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

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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 10 - Healthcare	Revise the wording of written parental permission for emergency medical care to ensure it allows the caregiver permission to seek medical advice and authorise medical treatment in the case of any emergency, with signatures obtained.
Standard 13 (Child Minder) - Suitable Person	Consider undertaking a relevant qualification or course for child minding.
Standard 18 - Quality assurance	Further develop the quality-of-care report to include children's views and reflect improvements made during the year as well as any proposed developments to the service.
Standard 24 - Safety	Review and update risk assessments to ensure they are current and include all outdoor resources and equipment used by children.

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)
Promote and encourage the use of the Welsh language with children during every day activities.

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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