



## Inspection Report

**Tania Chant**

**Cardiff**



**Date Inspection Completed**

18/07/2024

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	9 March 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>	<b>Good</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Good</b>
<u>Leadership and Management</u>	<b>Good</b>

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

## **Summary**

Children are happy and settled in the child minder's care. They settle well, are developing positive friendships and interact well with each other. Children are given worthwhile opportunities to make choices about what activities they want to do. All children have strong and positive bonds with each other and the child minder.

The child minder is experienced and appropriately qualified. She has a good understanding of her role and responsibilities to keep children safe and healthy. The child minder manages interactions effectively and calmly. She organises good indoor and outdoor activities which consistently promote children's creative and physical development well. The child minder positively promotes healthy lifestyles to help children achieve a good sense of wellbeing.

The child minder has successful systems in place to ensure the environment is safe for children. This includes appropriate risk assessments and policies being followed. The child minder makes sure children have access to a broad range of good quality age-appropriate resources and equipment, both indoors and outdoors.

The child minder effectively manages her setting, and the required records are accurately kept. The child minder reviews and recognises ways to improve the setting and includes children and parents / carers in the process of evaluating the service provided. Partnerships with parents / carers are strong and positive.

Children are happy and relaxed. From observations they are clearly comfortable and feel secure with the child minder. For example, children are keen to sit on her knee when completing their activities such as looking at pictures in books they have collected. They also successfully communicate with the child minder. Examples include wanting to use the toilet and if they require a snack or a drink. Children interact positively and enjoy sharing activities together in a relaxed atmosphere. For example, children blowing bubbles for the others to try and burst them. They also happily sit together outside with the older children holding the bubble blowers for the younger children to blow the bubbles. Children are familiar with the daily routines and enjoy the social occasion of mealtimes or when having a drink.

Children are confident to express themselves and to decide what resources they require or if they wish to follow their interests. Children's requests are valued by the child minder. As a result, this makes children happy. For example, they express what they wish to do next, such as play with resources indoors or outdoors. Children make their requests for more snack or drink confidently and these are responded to by the child minder in a timely manner. Nearly all the interactions between children and the child minder are strong and worthwhile. They successfully discuss their play and respond positively to suggestions from the child minder. Children take turns and share resources during activities. For instance, children co-operated well during water play activities and took turns to crawl through the play tunnel. Children engaged the child minder in the activities and responded positively to her questions and suggestions. The children responded consistently well to her presence and her suggestions.

Children nearly always listen and play effectively, sharing the resources available and they thoroughly follow any directions and requests from the child minder. They show positive enjoyment in the activities offered with laughter heard consistently. For example, blowing bubbles, and drawing on the easel. They are keen to share their enjoyment with the child minder who praises them consistently on their achievements, such as throwing a ball through a hoop. Children are free to make use of the resources in the indoor and outdoor play areas. They persevered to complete activities for an age-appropriate length of time and were observed developing their own play using their imagination. Children use the outdoor area to develop their physical wellbeing by using bikes, small ball pool and various obstacles.

Children use the toilet and handwashing facilities independently. The child minder actively encourages children to find their shoes and put them on themselves. Children prepare themselves well to play outdoors, they put on their sun hats and have a good understanding about keeping safe while playing in the sun.

The child minder has a good understanding of her roles and responsibilities to keep children safe and healthy. For example, she ensures children wash their hands after using the toilet. However, children are not consistently reminded to wash their hands before and after snack time to help develop their personal hygiene practices appropriately. She successfully follows her policies and procedures in relation to nappy changing and infection control. For example, a changing mat is available, and PPE (Personal Protective Equipment) was used during nappy changing. The child minder has undertaken paediatric first aid training and informs parents / carers of accidents and incidents using a messaging platform and at the end of each session. Any accidents or incidents records are signed by parents / carers. The child minder has a good understanding of safeguarding procedures. Her current policy outlines how to recognise signs and symptoms of abuse, and the procedures to follow when there is a concern about a child or allegation against herself.

The child minder provides a calm and caring atmosphere and speaks skilfully with children. She is constantly engaged in conversations and discussions with them. For example, during water play, she suggested for children to water the plants. This was followed by the child minder valuing the children's efforts with "*Really good job. Well done.*" The child minder is a good role model and promotes the use of good manners and was constantly reinforcing these with children throughout the day. As a result, "*please*" and "*thank you*" were constantly being said by children and the child minder. The child minder follows her positive behaviour management policy effectively to support children. For example, she uses phrases such as "*kind hands,*" "*wait your turn,*" and "*That is so kind*"

The child minder feeds back to parents / carers of children through daily discussions and through individual messaging through social media. Due to the young ages of the children, the child minder does not undertake any formal activity planning but does track children's progress and development. She provides a range of activities to raise children's awareness about cultural festivities such as Diwali, Chinese New Year, Halloween and Christmas. She supports children with Additional Learning Needs and works with parents and the local school as required. The child minder uses basic Welsh words and phrases throughout the day to help children's understanding and use of the language.

The child minder ensures the premises is secure, doors are locked when children are present. The child minder has purposeful risk assessments in place for regular activities, such as walks to the local park, weekly meetings with other child minders at playgroups and visits to the local playcentre and for areas of her home. However, these require reviewing regularly. Outdoor risks have been further eliminated by effective fencing and screening. The child minder carries out regular fire drills to ensure that children know how to safely evacuate the property in the event of an emergency. There is a record of fire drills being undertaken and an effective fire risk assessment. Information recorded includes dates, time to evacuate and names of children present. The child minder provides children with valuable space indoors and outdoors to enable them to engage in their play and learning activities. The main playroom used is clean, comfortable and welcoming for children.

The child minder has arrangements for children to sleep in the downstairs area when required and carries out regular checks on children sleeping. The child minder ensures she follows the procedures as outlined in her policy. The indoor play area offers appropriate opportunities to support children's learning and development. It also offers opportunities for children to learn through role play, arts and crafts. There is access to the outdoor play area and resources are stored effectively as children can easily access them to make their own play choices. The outdoor play area is enclosed by fencing and the child minder ensures this area is kept clean, secure and all resources are stored every evening to keep them in good condition. The child minder makes sure children have access to various resources such as trikes, ball pool, small kitchen and appropriate furniture and shelter. These offer children opportunities to develop their physical and social skills well. For example, children enjoyed practicing their hand and eye co-ordination skills by throwing balls into a hoop and encouraging one another to have a go.

The range of resources offered for children is good and age-appropriate to the children present during the inspection. The child minder has useful resources appropriate for the children and stored within easy reach. All resources meet and enhance the children's interests in their play and development. She organises regular cleaning routines that reflect good hygiene practices. The child minder's good infection control practices minimise any risks to children's health and safety. Resources available for children include art resources, large toys, dolls, musical instruments and role-playing props. The child minder ensures the resources are stimulating and meet children's needs effectively, offering opportunities to develop children's imagination and social skills. Children accessed most of these independently and they requested some stored out of their immediate reach politely. There were a few resources that reflect our diverse society and that promoted the Welsh language and culture. These included books and dolls.

**Leadership and Management**

**Good**



The child minder is organised and provides a successful and worthwhile service. She responds positively to suggestions from children and parents / carers on how to improve the service. The child minder creates a calm and organised atmosphere in the setting. She maintains and shares an up-to-date and useful statement of purpose that reflects the service provided and exceeds the National Minimum Standards. The child minder has a comprehensive set of policies. However, not all are reviewed regularly. In discussions, the child minder acknowledged the requirement to review and strengthen some non-regulatory policies in order for parents / carers to be given sufficient and accurate information for them to make an informed decision about the service. She successfully maintains the required records including registers and children's details.

The child minder annually reviews and reflects upon her service and produces a quality-of-care review report. As part of her evaluation of the service, she seeks feedback from parents / carers and from children. Information collected is successfully used to support her in the evaluation of the service. This provides an opportunity to highlight strengths and consider possible areas for improvement. For example, children requested watermelon and cucumber at snack time and visits to specific locations within the area. She responded positively to these suggestions. The child minder thoroughly understands the importance of regular training and continuing her professional development. She completes all mandatory training and seeks further opportunities to develop to ensure she can meet the needs of the children in her care. All household members have current Disclosure and Barring Service (DBS) checks, with a system in place for annual checks. The child minder consistently engages with Care Inspectorate Wales (CIW) and other organisations and professional agencies when necessary.

The child minder's communication with parents and carers is strong and consistently good. She has all the relevant contracts and permissions in place. All the relevant information to meet children's individual needs are kept securely. The child minder keeps parents / carers well informed through daily verbal communication and group and individual messaging. She responds positively to information and advice given to her to improve children's wellbeing and to identify their needs. She ensures that should any concerns arise about a child's progress or development, there are clear procedures in place for sharing information and providing support. Parents and carers are very happy and positive about the service. They said, *'X Loves it at Tania's house,' 'She keeps the children very busy with days out and fun days in,'* and *'X adores coming to her house and has learnt many things.'* There are valuable joint sessions with other child minders where children are introduced to other children of similar ages. This encourages children's social skills and offers opportunities for the child minder to develop links with other child minders and to help her reflect on practice.

### 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.

### 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	Ensure children are encouraged to wash their hands before mealtimes to help develop their personal hygiene practices appropriately.
Standard 8 - Nurture and well-being	Ensure parents / carers are given sufficient accurate information about the setting, and policies and procedures are reviewed regularly.

Ratings	What the ratings mean
<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.

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