



Inspection Report

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Penarth



Date Inspection Completed

12/04/2024

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About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	Both
Previous Care Inspectorate Wales inspection	5 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>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Good
<u>Leadership and Management</u>	Excellent

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

Summary

Children thoroughly enjoy their time at this setting. They feel very secure, happy, and comfortable. They thoroughly enjoy their play and show high levels of engagement in their chosen activities. They have a strong voice at this setting. They have positive and affectionate bonds of attachment with the child minder and each other.

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She is very kind and nurturing towards the children and manages children's behaviours exceptionally well. The child minder effectively promotes children's play, learning and development. The child minder encourages positive learning dispositions such as persistence and concentration.

The child minder ensures the environment is safe, clean, and well maintained. The premises are welcoming, homely and well organised. Suitable risk assessments and safety checks are mostly all in place. The child minder provides a range of engaging resources, which extend children's play and furthers their development.

The child minder is highly motivated and committed. She clearly enjoys her role. Her vision and sense of purpose sustains improvement and promotes excellent outcomes for children. She maintains her own professional development ensuring that she continues to develop and improve in her role. She has established strong partnerships with parents and works hard to ensure that children are nurtured within a safe and stimulating home environment.

Well-being

Excellent

Children are excellent and engaging communicators and have a very strong voice at this setting. They happily make their own choices about what they want to do and how they spend their time. Children express themselves confidently and know that they will be listened to. Children's opinions and interests are highly valued. For example, they contribute to the house rules and remind each other of these behaviour expectations when playing.

Children feel safe, happy, and valued. They are very settled and clearly have a strong sense of belonging and they all refer to the child minder as their aunty. They feel very much at home and know the routines well. The children are involved in deciding the structure of the day. For example, children purposely helped with tidying up and decided they were ready for snack time before visiting the park. They are clearly cared for by a nurturing child minder who knows them very well. They develop warm and affectionate relationships with her and clearly enjoy being at the setting. Children are encouraged to talk about how their day at school has been.

Interactions between children and the child minder are consistently positive. Children smile and laugh as they sing along with the child minder during activities or on the way back from school. They are treated with respect and the child minder takes their views into account. Children display empathy and kindness towards each other. For example, children smile, hold hands and hug each other in such a nurturing way. Children interact successfully and are learning to share with each other. For example, when both children wanted to go first during the Lotto game, they soon agreed they would take turns and play more than once.

Children confidently choose activities that interest them. They thoroughly enjoy their play and learning. For example, children showed enjoyment and sustained focus when they practised their letter sounds and letter formation, in both Welsh and English. Children have freedom to safely explore their indoor environment. They have good opportunities to initiate their own play and to influence their activities. For example, two children chose to dress up in role play costumes and play outdoors with the small cars and scooters. Children can also choose to relax and have quiet times.

Children are well supported and encouraged in developing their independence. Visits to the bathroom to wash hands upstairs are used as opportunities to encourage the children to do this independently. Children sit nicely at the table together for mealtimes and are competent in feeding themselves. They are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and raises their self-esteem.

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She has a clear understanding about the procedures to follow should she need to make a safeguarding referral and has successfully completed the relevant safeguarding training for child minders. There are effective systems in place to record accidents, incidents and medication administration. Effective and robust hygiene practices are in place. Handwashing and sanitising are carried out regularly and nappy changing procedures are appropriately followed. The child minder prioritises children's wellbeing and safety and holds current paediatric first aid and food hygiene certificates. She provides healthy foods and encourages children to develop an understanding of healthy eating, giving them a good variety to choose from. She encourages lots of movement and outdoor activities to promote children's gross motor skills and physical development. The child minder is experienced and carries out her role professionally and to the best of her ability. She is very aware of the individual needs of all the children in her care.

The child minder is very kind and nurturing towards the children. She manages children's behaviours exceptionally well using a gentle tone and lots of praise to reinforce positive behaviour. She allows the children time to correct their behaviour and make the right decisions. For example, she asked the children to remind themselves of the house rules and let her know what they needed to do differently and the reasons why. The child minder has established excellent bonds with the children in her care and she is clearly adored by the children. The child minder has an excellent understanding and is knowledgeable of every child's stage of development. She is an exemplary role model and has created a calm, nurturing and homely environment in which children thrive. The childminder gives feedback that encourages positive learning such as persistence and concentration, this was seen on numerous occasions during the inspection. For example, she would tell the children *"Yes you can do it, I know you can, keep trying."* It is also evident that the child minder role models positive feedback as children were using it to support one another.

The child minder promotes children's learning and development very effectively. She plans a wide range of interesting play opportunities around children's individual interests. For example, she has listened to the feedback given by the children in her most recent questionnaire and understands that many of the children are interested in arts and craft activities. She therefore plans opportunities which enables them to develop their skills in this area. For example, Easter crafts, Mehndi patterns for Diwali, Santes Dwynwen cards, Eid baskets and Chinese New Year lanterns. The child minder carefully maintains developmental records making informed observations and identifying the next steps in the children's learning. The individual developmental records are updated frequently and provide a holistic picture of each child's progress.

Environment

Good

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The child minder keeps a record of the visitors to the premises. The outdoor area is safe and secure, and the front door is locked. The child minder practises regular fire drills, so children are familiar with this routine. However, she does not include all relevant details such as times and comments for reviewing purposes. The child minder arranges an annual visit from the Fire Service. However, there are no written records of action plans as a result of these visits. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are appropriate risk assessments in place for all areas of the house and garden.

The setting is welcoming, well organised, and homely. Children benefit from a good range of resources. They have ample floor space to play as they move between the playroom and dining room. Children can move freely between outdoors and indoors and can access an upstairs bathroom when needed. The setting is well maintained with good heating and ventilation dependant on the temperature. The child minder uses the outdoor play space often, it is well maintained and organised. The child minder provides a wide range of engaging resources outside, which extend children's play and physical development. For example, a playhouse full of prams and dolls, a bubble kitchen, small cars and scooters, swing ball and a slide.

Inside, the child minder encourages children to access a good range of quality toys and play equipment to suit their individual needs. She ensures children have access to a range of equipment which suit their age and stage of development. Older children who access the provision after school have opportunities to engage with board games, crafting activities and other age-appropriate resources. The child minder ensures that children have access to Welsh books and resources and promotes the Welsh language within her setting. She also encourages the children to try and converse with each other using some basic incidental Welsh.

Leadership and Management

Excellent

There is a clear statement of purpose providing parents with accurate and detailed information. Policies and procedures are clear, extremely well organised and implemented well. The child minder manages her setting in line with the regulations and the National Minimum Standards. All aspects of paperwork are extremely organised. The child minder is suitably qualified and has a clear vision for her service. She has a strong culture of continuous personal development and has completed numerous training courses since the previous inspection.

The child minder monitors the quality of her service and plans for improvements very effectively. She seeks feedback from parents and children and uses the information to write an annual quality of care report which identifies areas for development. The child minder's questionnaires demonstrate very high levels of satisfaction from parents and children.

The child minder ensures that her own continuous professional development is maintained through fulfilling a comprehensive training programme. She ensures that all mandatory training is kept up to date, such as safeguarding, food safety and first aid. In addition, she has recently achieved a 'Quality Standards for Childcare Settings' certificate, presented by her local council. The child minder is extremely experienced and knowledgeable and has established an excellent system to ensure she is compliant in all aspects of the care that is provided.

The child minder promotes positive partnerships with parents and in the twenty years she has been minding children, there have been no concerns raised to Care Inspectorate Wales (CIW). She keeps parents up to date regularly verbally, through private messages, and social media posts. The childminder makes good use of her local community and engages in interesting and stimulating trips which benefit the children's development and learning. For example, using the local library and park, indoor play centres, museums and an unforgettable visit to Cardiff Castle where her and the children met the King.

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
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N/A	No non-compliance of this type was identified at this inspection	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 22 - Environment	To ensure that all written records are kept for fire risk assessments and action plans and to review the current record keeping for fire drills.

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)
To research resources to promote curiosity and creativity and make all accessible in accordance to age appropriateness.

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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