



## Inspection Report

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**Cardiff**



### **Date Inspection Completed**

17/10/2024

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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	16 May 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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Excellent</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

### **Summary**

The childminder works in partnership with her husband, who is also a registered childminder.

Children are happy and settled at this setting. They have a strong voice and good opportunities to make choices. They demonstrate considerable affection for the child minder and thoroughly enjoy the home-from-home ethos. Children behave and interact well for their ages and stages of development. They are motivated, confident and curious to explore the environment.

The child minder is passionate about her role and prioritises the safety and well-being of children. She is an excellent role model for children and delivers very warm, responsive care. She encourages curiosity through supporting children to lead their own play and learning. She provides excellent opportunities for children to learn about their cultures and the world around them.

The child minder's home is clean and well-decorated. The garden provides an attractive space for children to engage in regular active play. There is a good variety of age-appropriate toys and resources both inside and outside.

The child minder has a clear vision for the setting and is very committed to improving standards in her provision. She has detailed policies and procedures that accurately reflect the way in which the service is run. The childminder has established strong relationships with parents and works in partnership with them to ensure the service has a positive impact on children's development and well-being. Parents spoke highly of the childminder and the care their children receive.

## Well-being

## Good

Children have a good sense of belonging and express enthusiasm for the child minder and her home. They communicate their needs in an age-appropriate way and move around the home freely. Children of all ages make interesting choices about how to use resources. Children choose whether they would like to take part in activities suggested by their friends or whether they wish to have some quiet time alone.

Children of all ages are settled at the setting. They clearly have great trust in and affection for the child minder. They approach her to chat and tell her about their day and younger children snuggle into her when they are tired. Children value their friends and the time they share together. For example, children enjoyed sitting together and chatting about school at the dinner table. They are familiar with the daily routines and take part in these confidently.

Children behave well at the setting. They interact and play kindly together, showing great interest in each other's activities. Children work together thoughtfully to complete a jigsaw puzzle. Younger children sought comfort in the childminder when their bottle and nap time was approaching.

Children explore the indoor and outdoor environments and spend time completing activities that interest them. They are self-motivated to initiate their own play using the resources available to them. Children value the opportunity for active play in the garden. They co-play happily using the resources available to them. We saw a child shout "yay!" when they caught the rugby ball they were playing with outside.

Children are engaged when taking part in activities and play. They are confident to do as much for themselves as possible to be independent. Children show great pride when they are commended for putting on their own shoes and coats to go outside and play.

## Care and Development

Excellent

The child minder implements excellent procedures to meet children's care, safety and well-being needs. She provides nutritious snacks and meals. She told us that she and her husband cook fresh homemade meals for the children, and they had recently tried a recipe recommended by a parent, which the children thoroughly enjoyed. She obtains health information for all children to ascertain any medical or allergy needs. Infection control is robust as the child minder regularly cleans surfaces and ensures that she and the children wash their hands frequently. She has undertaken appropriate food hygiene training. The child minder has an excellent understanding of her safeguarding responsibilities and the process of referring, should she have concerns about a child. She records accidents, incidents, pre-existing injuries and medicine administration appropriately. She has up to date first aid training. The child minder carries out regular fire drills to ensure children know what to do in an emergency situation.

The child minder adopts a calm, positive approach to managing children's behaviour and is enthusiastic and kind in her interactions. She uses her experience and training to implement her behaviour management policy to a very high standard. She frequently offers praise and encouragement and is a superb role model to the children. The childminder sets clear expectations and as a result the children display exceptional behaviour whilst in her care. She has undertaken a very wide range of courses to develop her understanding of different children's needs and is committed to regularly updating her knowledge of early years and childcare.

The child minder speaks very warmly of her minded children and clearly understands their needs. She takes her lead from children's interests and plays alongside them to make observations and identify next steps. She provides many opportunities for children to develop their independence skills. The childminder plans exceptional opportunities for children to learn about their own cultures and those of others in their communities. For example, they celebrate World Deafness Day, Diwali, Hannukah and most recently they have been celebrating Black History Month by learning about Betty Campbell, the first black headteacher in Wales. This gives children an excellent sense of the world around them.

## Environment

Good

The environment is safe, secure, welcoming and well maintained. The entrance is secure as the child minder ensures the front door is locked and only authorised persons enter. A register of children attending and visitors to the setting, with times recorded is kept via an electronic app. The risk assessments in place are highly effective and comprehensive. However, there are currently no written risk assessments in place for outings. Safety certificates are up to date including gas boiler service and fire safety checks. She supervises children extremely well.

There is sufficient space and suitable facilities to meet the needs of all children who attend. The inside play areas are welcoming and provide good opportunities to extend children's play and learning. The living room is set up for younger children (under one years of age) to play and sleep and the main playroom is set up for older children with a low level sofa for children to relax, should they wish. There is a large dining table in the kitchen area where children sit to eat snacks and lunch and take part in craft activities. They have independent access to a clean, easily accessible downstairs toilet. The outdoor area provides ample space for children to play with a variety of resources including ride along cars, ball play and nature play with leaves, a playhouse and sticks collected on a recent walk to the nearby forest. Gates which provide access to the outdoor area from the main street are locked with bolts that are out of children's reach.

Children have access to resources that reflect a multi-cultural and multi-generational, all-inclusive society. Resources are provided to promote all areas of children's development with a good range of resources including dolls, puzzles, action figures and multicultural resources including both English and Welsh books. Resources are stored at a low level ensuring they are fully accessible to all children who attend. Resources and equipment are well maintained and of good quality.

## Leadership and Management

**Good**

The child minder works alongside her husband who is also a registered childminder. She is motivated and has the necessary skills to manage the setting effectively. The statement of purpose provides an accurate picture of how the setting runs. Together with her husband, she has developed a range of detailed policies and procedures that are reviewed annually. The safeguarding policy clearly sets out procedures for making referrals. The child minder ensures that all children's files contain relevant contracts, permissions and information regarding their individual needs. The child minder completes and stores written records appropriately, mainly using an electronic app. The childminder has business insurance for the vehicle and has an up-to-date tax and a valid MOT certificate. Disclosure and Barring Service (DBS) checks have been completed for all those over the age of 16 years living in the house.

The child minder has a reflective approach and is keen to improve the service. She encourages and values feedback from inspectors, children and their parents, and acts upon this in a positive manner. Together with her husband, she carries out formal annual reviews through questionnaires for parents and children and creates a quality of care report with this information.

The child minder has considerable experience. She has completed all mandatory training and has taken the opportunity to complete additional courses. The child minder has built excellent relationships with parents and carers. She keeps them well informed about what their children are learning and how well they are progressing through updates at drop off and collection times and private messages. Parents we spoke with during the inspection told us they were extremely happy with the service provided.



### 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

	inspection	
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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 24 - Safety	Ensure risk assessments are completed for visits out in the community.

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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