



Inspection Report

Debra Hole

Cardiff



Date Inspection Completed

21/10/2024

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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	23 April 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 happy and form warm relationships with the child minder. They enjoy their time at the setting and are confident to communicate their needs. They receive encouragement from the child minder and speak freely. Children know they will be listened to and their opinions matter.

The child minder is friendly and kind and supports children in a calm and positive manner. She has a good understanding of how to keep children safe and healthy. She effectively promotes their health and well-being. The child minder is experienced and qualified, managing behaviour successfully and planning activities to promote children's development.

The child minder ensures the environment is warm and welcoming for children. She provides a stimulating space for children to explore and develop their curiosity. Children have access to an appropriate range of resources and equipment. They have very good opportunities to play and learn indoors and outdoors in the natural environment.

The child minder is professional in her approach and well organised. She manages her service well, in line with the National Minimum Standards for Regulated Childcare. She has the required policies and procedures in place to ensure the smooth running of the setting. Parents are very complimentary of the child minder and the service she provides.

Well-being

Good

Children are happy and settled in the child minder's home. They move freely around the living room and choose independently from the resources stored at child height. We saw children access toys from a storage box on their own and confidently choose from a variety of toys. Children are confident to follow their own interests and to express themselves to the child minder. For example, children who can speak, confidently ask about the different noises they hear outside and tell the child minder when they are hungry.

Children have a warm, relaxed relationship with the child minder and feel secure in their surroundings. For example, children sit and sing nursery rhymes with the child minder and join in with the actions. Children are familiar with routines and expectations which helps them develop a sense of belonging. We saw older children safely walk alongside the pushchair during the familiar walk to the park and talk to the child minder about when it is safe to cross the road.

Children enjoy playing alongside each other. They chat easily to the child minder about what they are doing and are eager to involve her in their play. For example, children shrieked with excitement when jumping up and down in the leaves and were keen to show the child minder how they could jump like bunnies. Children cooperate and happily share resources, treating them with care and respect. We saw children carefully tear up the bread to feed to the ducks and thoughtfully place rubbish in the bins.

Children benefit from the activities available to them and concentrate for an appropriate amount of time. We saw younger children enjoy completing simple puzzles while other children explored the buttons on an electronic vehicle to see what noises they make. Children are fully engaged in play activities and have opportunities to lead the learning themselves. For example, whilst exploring the local park children enjoyed watching a squirrel run around before taking their play in their own direction, looking for his friends and guessing where they might live.

Children have good opportunities to develop their independence and are encouraged to do things for themselves. For example, older children try to put their coats on themselves. Children help themselves to their own drinks throughout the day, wash their hands with support if required and choose toys independently.

Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy. She ensures her food hygiene training is up to date. At present meals and snacks are currently provided by parents/carers. The child minder is knowledgeable about the procedures to follow should she have any concerns about a child in her care. She has current paediatric first aid training, enabling her to deal with any accidents or emergencies which may occur. The child minder maintains the appropriate registers as well as detailed accident and incident records which parents receive a copy. She implements effective cleaning routines and practices to help prevent the spread of germs. For example, she wipes children's noses regularly and ensures children wash their hands or use anti-bacterial gel when outdoors.

The child minder is nurturing, caring and respectful towards the children. This helps children understand the expectations of their behaviour in her home and how to be kind to each other. She consistently uses positive strategies to promote good behaviour, in line with her behaviour management policy. We saw her praise children when they shared their toys or showed kindness and respect towards each other. The child minder knows the children well and understands how to support their individual needs. She encourages children to be curious and ask questions about their surroundings. We heard the child minder talk to the children about the different types of noises animals make and why it's important to put our rubbish in the bin.

The child minder provides a good choice of enjoyable, challenging play and learning opportunities both indoors and outdoors, to promote the children's all-round development. She keeps formal records of the progress of children who are not yet in full time school. The child minder helps children learn about a range of cultures by celebrating world festivals, special and religious events throughout the year. She has a monthly activity planner which sets out different themes, for example harvest festival, charity events, Diwali, and Remembrance Day. We heard the child minder sing some Welsh songs throughout the day. She regularly takes the children on local outings to nearby places such as playgroups, the library and soft play which develops their physical and social skills.

Environment

Good

The child minder ensures the premises are safe and secure. She keeps the front porch door locked, there is a safety gate to the stairs and the back garden is secure. She has good hygiene practices which ensures all areas of the home and resources are clean. The child minder conducts daily safety checks to eliminate most risks to children's health and safety. During the inspection we observed some cosmetic products stored at a height accessible to children. The child minder completes suitable risk assessments for all areas of her home, outings and when using the car. The child minder regularly reviews and updates risk assessments which ensures they are relevant and effective at keeping children safe. She undertakes fire drills three times a year, so children know how to evacuate in an emergency. All routine maintenance checks for the building and appliances are up to date. The child minder ensures that her public liability insurance is current.

The environment is welcoming and child friendly. It provides a spacious area for children to play and learn. There is a living room attractively organised to enable children to make their own choices about what they want to play with. The child minder provides a variety of toys, games and equipment and organises these well, so children can access them easily. There are family photographs on the wall which creates a happy, homely environment. The child minder's living/dining room offers a warm and comforting indoor space, as the soft furnishing and comfortable sofa provide an ideal space for children to relax. Children can easily access the downstairs bathroom, which is clean and well maintained. The child minder ensures the flat, patioed garden area is well maintained and easily accessible for children. However, she prefers to walk the children to local outdoor play areas. This gives children an opportunity to experience the natural environment and have regular exercise in the fresh air.

The child minder ensures toys and equipment are clean and in good condition. She provides good quality resources to support children's independence. For example, appropriate highchairs, pushchair and buggy board are used to support children at the different ages and stages of development.

Leadership and Management

Good

The child minder runs an efficient service. She has a clear vision for her setting and a good understanding of her role and regulatory responsibilities. The child minder has a range of policies which enable her to run her service safely and effectively. These policies are reviewed and updated regularly so they contain up to date information. The child minder has a detailed statement of purpose available, which gives a clear and accurate description of the setting. This enables parents to make an informed decision about whether the child minder can meet theirs and their child's needs. She accurately records children's attendance, as well as any visitors to the home.

The child minder has high expectations of herself and her child-minding business. She has systems in place to reflect on the quality of her service. The child minder is keen to make ongoing improvements. However, she does not outline these or share the views of children in her annual quality of care review. She considers feedback from parents and uses the responses to inform future planning. The child minder has addressed most recommendations from previous inspections and made positive changes to the setting and care provided.

The child minder understands the importance of keeping up to date with her training to ensure she follows current best practice. She ensures all mandatory training such as paediatric first aid and safeguarding is regularly updated. She has signed up to the online disclosure and barring service (DBS) and maintains current DBS checks for all relevant family members. The child minder works alone. She successfully organises her environment so she can safely supervise the children well. She has well thought out procedures in place which ensures the daily routine runs smoothly.

The child minder has close partnerships with parents, who speak very highly of her service and the nurturing care provided for their children. She gathers information from parents about their child's individual needs prior to care commencing. However during the inspection we observed a few minor pieces of information missing from children's contract details. The child minder supports children's individual needs effectively and promotes positive outcomes for children who transition smoothly into her care. She regularly attends parent and toddler sessions along with other child minders, giving her access to support, and opportunities to extend children's social experiences. The child minder keeps parents well informed through verbal communication and messaging. Parents and carers are very happy with the care and support the child minder offers. They commented on how she is dependable, reliable and trustworthy and often '*goes the extra mile*' for the children in her care.

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 24 - Safety	Ensure all hazardous products are out of reach to children
Standard 5 - Records	Ensure all relevant records for children are obtained and maintained
Standard 18 - Quality assurance	Ensure the quality of care review reflects the views of children and outlines areas for improvement

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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