



## Inspection Report

**Natasha Llewelyn**

**Cardiff**



**Date Inspection Completed**

05/09/2024

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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	31 January 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</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**

Children are happy and form close relationships with the child minder. They enjoy their time at the setting and are confident to communicate their needs. Children receive encouragement and praise from the child minder and are at ease in her care. They know they will be listened to and their opinions matter.

The child minder is warm and kind and supports children in a calm and positive manner. She is aware of the procedures she must follow to keep children safe and healthy. The child minder promotes fun activities and play experiences that encourage children's development.

The child minder ensures her home is a safe and comfortable environment for children. She monitors and manages hazards and risks effectively. The child minder provides a good range of resources and facilities to enable children to take part in a variety of activities.

The child minder is professional in her approach and is well organised. She manages her setting 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 complimentary of the child minder and the service she provides.

Children are happy and settled in the child minder's home. We saw children access resources on their own and independently choose from a variety of toys and games stored at child height. Children are confident to follow their own interests and happily communicate their needs. For example, children who can speak, confidently inform the child minder that they would like to eat their lunch a bit later as they are not hungry yet while younger babies express themselves by pointing and signalling towards items they want.

Children have a warm, relaxed relationship with the child minder and feel secure in their surroundings. For example, children sit and cuddle with the child minder to have a story and express joy when looking at the pictures together. Children are familiar with the routines and expectations which helps them develop a sense of belonging. We saw children play with familiar toys and giggle and dance along to songs they recognise on the radio.

Older children chat easily to the child minder about what they are doing and are eager to involve her in their play. Children enjoy playing alongside each other. Older children act as positive role models to children who have recently started with the child minder. For example, we saw children show their friends how to count the teddies once they've lined them up and how to draw using the felt pens. Children cooperate and happily share resources, treating them with care and respect.

Children benefit from the activities available to them and concentrate well for their age and stage of development. We saw younger children spend a considerable amount of time using a variety of different utensils to play with the playdough while older children enjoyed playing with construction toys together. Children are fully engaged in play activities and eagerly learn new skills. For example, older children listen very well when being taught how to use a new art and craft game that requires concentration and a steady hand.

Children have opportunities to develop various skills with a particular strength being the use of the Welsh language. Although the child minder's first language is English, we heard a group of children happily converse in Welsh, alongside members of the child minder's family. Children have opportunities to develop their independence and are encouraged to do things for themselves. For example, children help tidy toys away and wash their hands when they enter the home.

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She currently uses the Wales Safeguarding Procedures app and has a clear policy to follow if she has any safeguarding concerns. The child minder has current paediatric first aid training, enabling her to deal with any accidents or emergencies which may occur. She documents accidents, incidents and medication administration well, obtains parental signatures, and shares a copy of these records. The childminder has a family dog; she has risk assessed it appropriately and has a pet policy in place. The child minder ensures children wash their hands as they enter the home however children do not wash hands before they eat. Meals are provided by parents / carers while the child minder prepares a healthy snack option.

The child minder is nurturing, caring and respectful towards the children. This helps them 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 heard 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. For example, she knew which colours were the children's favourites when handing out the pots of playdough which made them feel valued.

The child minder provides a good choice of enjoyable, challenging play and learning opportunities, that promote the children's all-round development. She keeps formal records of the progress of children who are not yet in full time school. She identifies developmental milestones for individual pre-school children, however these are not dated when recorded which makes it difficult to show progression. The child minder provides opportunities for younger children to learn life skills such as putting their coats and shoes on independently to help them prepare for starting school. She encourages older children to develop their problem-solving skills by providing science and construction activities. The child minder effectively promotes the Welsh language and culture. We heard her use Welsh words and phrases throughout the day. She regularly takes the children on local outings to nearby places such as playgroups, the park and soft play which develops their physical and social skills. The child minder does not currently use her car to transport minded children as it does not have the capacity to hold the number of children in her care.

The child minder ensures her home is safe and secure. She keeps the front door locked, there is a safety gate at the bottom of the stairs and the back garden is secure. The child minder conducts daily safety checks to eliminate any risks to children's health and safety. She completes suitable risk assessments for all areas of her home and regular outings such as walking to the local parks. The child minder regularly reviews and updates risk assessments which ensures they are relevant and effective at keeping children safe. She undertakes fire drills every four to six weeks, so children know how to evacuate in an emergency. The child minder tests fire alarms regularly and ensures all routine maintenance checks for the house and appliances are up to date. She ensures that her public liability insurance is current.

The environment is welcoming and child friendly. It provides light, bright and spacious areas for children to play and learn. The child minder's open plan living area offers a lovely indoor space for children to move freely. She provides a wide variety of toys, games and equipment and organises these well so children can access them easily. There is interesting art on the wall alongside photos of the child minder's family which creates a warm, inviting space for children. The child minder's home offers a comforting indoor space, as the soft furnishing and comfortable sofa provide an ideal space for children to relax. The child minder ensures the outdoor play area is well maintained. Children can choose from a selection of outdoor equipment which the child minder stores in a large outdoor shed. The outdoor space was not in use on the day of the inspection due to poor weather conditions.

The child minder ensures toys and equipment are clean and in good condition. She provides good quality furniture and resources to support children's independence. For example, child sized tables, chairs, and steps for children allow them to access the toilets and sinks comfortably. The ground level bathroom is situated close to the open plan living space which ensures older children can access the toilets independently while the child minder is close by to supervise if necessary. The bathroom is well stocked with liquid soap and paper towels which are easily accessible, to support children's independence when washing their hands.

The child minder runs an efficient service and has a good understanding of her role and regulatory responsibilities. She has a range of policies which enable her to run her service safely and effectively. The child minder reviews and updates them regularly to ensure they contain up to date information. She 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 setting can meet theirs and their child's needs. The child minder accurately records children's attendance as well as any visitors to the home. She has well thought out procedures in place which ensures the daily routine runs smoothly and children are happy and safe.

The child minder has high expectations of herself and her child-minding business. She has addressed the recommendations from previous inspections and made positive changes to the setting and care provided. The child minder undertakes a detailed annual quality of care review which represents the views of children and parents. The report does not outline the ongoing improvements she plans to make to her child-minding service.

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 no longer has a child-minding assistant registered to work with her. Care Inspectorate Wales (CIW) were not made aware of this change.

The child minder has close partnerships with parents / carers, who speak very highly of her service and the nurturing care provided for their children. She gathers detailed information from parents about their child's individual needs prior to care commencing. This allows her to plan effectively and to work with families, ensuring children transition smoothly into her care. The child minder keeps parents well informed about their child's experiences by regularly messaging them with updates throughout the day.



### 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 tables are wiped and children wash hands before eating
Standard 18 - Quality assurance	Ensure the quality of care review identifies areas for improvement
Standard 13 (Child Minder) - Suitable Person	Notify CIW of any changes to staff

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)
Record dates to identify when pre school children achieve developmental milestones

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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