



## Inspection Report

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**Cardigan**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

16/09/2024

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	20 November 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>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

### **Summary**

Children enjoy their time at the child minder's setting. They are familiar with the setting and settle quickly. Children confidently choose what they want to play with and share toys and resources. They have developed positive relationships with the people around them.

The child minder has a competent understanding of how to keep children safe and healthy. She has a clear understanding of her role to safeguard children. The interactions are positive demonstrating warmth and kindness. The child minder knows the children well and offers a range of appropriate activities to support children.

The child minder has satisfactory measures in place to keep children safe. She ensures the environment is clean, secure and well maintained. Children can access sufficient play space for a variety of play. The child minder offers a wide range of suitable toys and resources.

The child minder has a range of appropriate documents and policies in place. She ensures the required records are kept and undertakes regular mandatory training. The child minder has positive relationships with parents and keeps them informed.

**Well-being****Good**

Children have some appropriate opportunities to make choices and decisions about their play. They could choose where to play, what to play with and this was respected by the child minder. They know their communication will be responded to positively by the child minder which gives them confidence. For example, one of the children pointed at their belongings, the child minder asked and showed the child different things until the child was shown what she wanted.

Children have a clear sense of belonging. They come into the setting and were very settled and happy. They are confident, moving from one area to another, greeting each other and the childminder and deciding what to do. For example, the children could decide when they had snack and lunch. Children are familiar with routines of the setting. When they first arrive at the setting, they quickly make decisions about what they want to do with some choosing to relax and watch some television and others going to the playroom to play.

Interactions are positive between adults and children. Children confidently make requests both verbal and non-verbal. For instance, one child reached their arms out to show they wanted to be picked up. Children have a good relationship with their peers. They interact positively with each other, showing care and kindness. For example, when the doorbell rang, they excitedly asked if their friend had come to play. Children happily share resources and toys with each other.

Children are engaged in their play and learning. They choose from a variety of resources and concentrate for an age-appropriate amount of time. Children have opportunities to relax and enjoy quiet time. They enjoy following their own interests and having a free choice of activities. They confidently moved around the dining area and conservatory and got out toys as they wanted. For example, children took the baby dolls from the conservatory into the dining room to 'feed' them their bottle.

Children take part in activities resulting in a nice feeling of achievement. They can explore the resources around them and use them as they wish. For instance, one child started using a plastic brick to blow through while another said they were going to make men out of them. Children have some opportunities to develop their independence skills including feeding themselves or taking their shoes off.

## Care and Development

## Adequate

The child minder satisfactorily promotes personal safety and well-being. Generally, hygiene practices are adequate. For example, some children were encouraged to wash their hands before snack. However, this was not done consistently. The child minder has a clear understanding of their responsibilities to safeguard children. She discussed what she would do if she had any child protection concerns suitably. The child minder has appropriate processes in place for recording accidents, incidents and administering medication. The child minder is proactive in assessing and dealing with risks on a daily basis. She is constantly discussing safety with children and uses equipment like safety gates to reduce risks to children. For example, when children were moving resources from one room to another, the child minder reminded them to be careful as some of the toys could be heavy for them.

The child minder is consistently responsive to children's needs, wants and requests. She consistently talks to the children, asking them about their play or supporting them. For example, when she brought out the bricks, she asked the children "*what are you going to make?*" with the children responding enthusiastically. The child minder is responsive to children's verbal and non-verbal cues. She implements positive behaviour management strategies, using distraction techniques well when dealing with children's disappointment. Any minor disagreements between the children were dealt with by the child minder appropriately. The children have a very strong bond with the child minder, and this was clear to see throughout the inspection.

The child minder is aware of children's individual needs, likes, and dislikes. She knows these children very well, highlighting children's abilities and developments. The child minder shares information about children's daily activities with parents. She offers an appropriate range of activities to develop children's skills, play and independence. However, she does not currently plan for children's next steps in play, learning and development. The child minder has a clear understanding of what to do if she had concerns about a child's development. She promotes the development of the Welsh language, speaking bilingually with the children throughout their time at the setting.

**Environment****Adequate**

The child minder is aware of her responsibilities and ensures that children are safe and secure at her home. The premises are safe, the front door is locked at all times, and she keeps a record of visitors to the setting. There are basic general risk assessments in place covering the main areas used by the children. The childminder practises fire drills regularly to ensure the children know what to do in the event of a fire evacuation. The child minder has the appropriate insurances in place and her annual gas safety check and wood burner check had been completed. Safety gates are in place to ensure children cannot access areas which are not suitable.

The child minder ensures the environment has sufficient play space for children to move freely and explore. They have access to the conservatory, a space for rest and floor and table space to play. The space is bright, airy and well maintained. The child minder has contingency plans in place for dealing with variation in temperatures. There is a lovely, spacious outdoor area for children to access regularly. The child minder takes the children to the local park to spend time outside. She ensures that children can independently access resources by providing low-level storage, furniture and equipment to support their development and self-directed learning. Any resources which are kept out of reach, the children can request.

The child minder ensures children have access to an adequate range of resources that are of satisfactory quality and are age appropriate. They are varied to keep children's interests and are sufficient in quantity to give children a choice. For example, there is a range of building resources, jigsaws, some dressing up clothes, and small world resources. The child minder ensures that there are a sufficient range of resources available outdoors including a swing, ride on cars and a playhouse.

## Leadership and Management

**Adequate**

The child minder manages her setting adequately. She has a satisfactory statement of purpose in place, which sufficiently reflects the setting. There are several appropriate policies in place including a pet policy and ensures that these are done in practice. However, these and other documents are not reviewed regularly. The child minder ensures that required records are complete including contracts, children's information, permissions and general information. The child minder is open to suggestions about how to improve her setting and has quickly made improvements to the setting following the inspection.

The child minder reviews her quality of care annually. She seeks the suggestions of children and their parents/carers through regular discussions and questionnaires. The child minder has produced an appropriate quality of care report, reflecting on children's and parent's views as well as including a target to develop her setting. The child minder has an adequate process in place for dealing with any complaints.

The child minder ensures she does not go over her maximum registered numbers and has a clear record of when she is minding. She regularly undertakes mandatory training including safeguarding, food hygiene and first aid. The child minder has valid Disclosure and Barring Service (DBS) certificates for all household members. However, the child minder's DBS certificate has expired. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Since the inspection visit, the child minder immediately started the process to get a new DBS certificate in place.

The child minder is mindful of the importance of clear communication, engagement and working alongside parents and keeping them informed. She keeps parents and carers informed through messages, pictures and verbal communication adapting to suit the parent's needs. The child minder has a good relationship with the parents who use her setting. Parents told us that they are extremely happy with the child minder, their children have the best time with her, and she makes sure that the parents get information about their children.



### 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
20	The registered person must ensure that they have a	New

	valid DBS Certificate.	
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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 7 - Opportunities for play and learning	Ensure that what children do is observed and recorded to help plan the next steps for the children's play, learning and development.

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)	
Ensure consistent hygiene practices.	
Ensure all documents are reviewed at least annually and updated when needed.	

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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