



## Inspection Report

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**Cardigan**



**Date Inspection Completed**

22/07/2024

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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	23 September 2019
Is this a Flying Start service?	Yes
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.

<u>Well-being</u>	<b>Good</b>
<u>Care and Development</u>	<b>Adequate</b>
<u>Environment</u>	<b>Adequate</b>
<u>Leadership and Management</u>	<b>Adequate</b>

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

## **Summary**

Children thoroughly enjoy their time at the child minders service. They know that their needs, wants and ideas are respected. Children develop positive relationships and feel happy, safe and relaxed. They take part in activities which result in a positive feeling of achievement. They have some good opportunities to develop their independence skills.

The child minder has a clear understanding of how to keep children safe and healthy. She is caring and responsive to children's needs and creates a positive ethos whereby children feel valued. She respects the children's choices and there are positive bonds of affection. The child minder works appropriately to support children's play.

The environment is safe, secure and well maintained. She offers sufficient play space. Children have access to a range of appropriate and suitable toys, resources and equipment both indoors and outdoors.

The child minder works adequately to maintain her service. She has basic policies and children's records in place. However, attendance records need to be improved. She reviews her quality of care, undertakes mandatory training and keeps parents appropriately informed.

Children have a strong voice at the child minder's service. They can make requests, and these are acted upon by the child minder. If a request is not possible, the child minder will explain clearly. For example, when one child asked for specific stickers, the child minder told her "*I'm sorry I think we have run out of those, can you see if there is anything else you like?*" which the child was satisfied with. The children's interests are followed, and they have good opportunities to make choices and decisions about their play.

Children feel very safe, happy and valued. They are very much 'at home' at the service. Children are active and express enthusiasm and enjoyment. They have a sense of belonging, forming relationships and are familiar with routines. For example, they give spontaneous cuddles to the child minder and to each other. Children are content, happy and settled.

Children interact positively with the child minder and the other children. They happily share resources between each other. For instance, one child held out a toy saying "*ta*" to another child, the other child happily took the toy and replied "*ta*" back. Children express empathy and are sensitive to the needs of others and they show pride when doing things for other children.

Children are relaxed and engaged in their play. They enjoy a reasonable selection of appropriate opportunities indoors and outdoors and can also relax and have quiet times. They enjoy receiving and giving themselves praise when completing activities. For instance, when doing jigsaws, the child minder praised the children for putting the pieces in the correct place. Following this, one of the younger children clapped and praised herself for putting another piece in, without prompt. Children concentrate for an age-appropriate amount of time and proudly show what they have done.

Children have many opportunities to initiate their own play and to influence their tasks and activities. They access toys and resources independently. For example, they confidently go into boxes or onto shelves to get play resources out. Children have some opportunities to develop their independence skills enabling them to do things for themselves successfully. Feedback from the children is very positive. They said they like coming to the service and enjoy playing with their friends.

## Care and Development

Adequate

The child minder works positively to keep children safe and healthy. She understands her responsibilities to protect children and answered appropriately about what to do in a potential child protection scenario. The child minder implements appropriate cleaning and hygiene practices. However, on the day of the inspection, she did not consistently implement good hand washing procedures. For example, she did not wash her hands after carrying out a nappy change. The child minder identifies and actively manages risks. She regularly reminded children about being safe and made sure the area was free from hazards. For instance, when children wanted to change activities, the child minder told them *"No problem but we have to tidy up first, we don't want too much out."* The child minder consistently reacts to the children's needs, to their verbal and non-verbal cues.

The child minder supports children to speak or express themselves well as they receive a consistent interaction. She promotes children's home language and speaks bilingually, promoting the use of Welsh. The child minder promotes positive behaviour and consistently follows her behaviour management policy. For example, she used lots of positive reinforcement including *"da iawn, well done."* She is consistently responsive; she listens and respects children's views. The interactions are positive demonstrating warmth and kindness. The child minder is sensitive to the needs and experiences of individual children.

The child minder knows the children really well. She provides an appropriate range of play and learning activities. The child minder allows children to follow their own interests and supports them in their play. For example, when children are looking at the animals, she named them with the children and discussed the different sounds they make. She observes children in their play and learning by asking questions about their activity. However, she does not share her observations with parents or use it to help plan for children's next steps. The child minder is aware of children's individual needs and preferences and has an appropriate process in place if she had any concerns about a child's development.

**Environment****Adequate**

The child minder ensures that the environment is generally safe, secure, and well maintained indoors and outdoors. The child minder carries out daily visual risk assessments and has basic risk assessments in place. However, these do not cover all areas of the service. The child minder confirms she carries out regular fire drills with the children. However, she does not keep a written record of when these are carried out. The environment is clean, tidy and she implements cleaning routines that reflect satisfactory hygiene practices. The adequate infection control practices generally minimise any risks to children's health and safety. For example, she wipes the surfaces the children use for eating and she uses safety gates throughout the setting to allow children to access suitable areas.

The child minder organises the environment appropriately so that it provides a satisfactory range of play opportunities suitable for most of the age ranges cared for. The children have access to low level tables and most resources are stored at a low level so that they can access them independently. The child minder's property is welcoming and homely. The main playroom is based in a light, airy conservatory with good processes to maintain an appropriate temperature. There is a secure outdoor area to the rear of the property which is very well maintained.

The child minder ensures the environment has sufficient indoor play space for children to move freely most of the time. She ensures the environment meets many of the children's needs and enables many of them to reach their full potential. The child minder uses the outdoor play space regularly, offering a wide range of resources. For example, there are bikes and ride on toys, a basketball hoop and a swing. These are well maintained. She ensures that many children can access good quality and a satisfactory variety of age-appropriate furniture, toys and equipment both indoors and outdoors. There are sufficient resources to keep the children's interest.

## Leadership and Management

Adequate

The child minder works adequately to develop her service. She has an up-to-date satisfactory statement of purpose that reflects the service provided and meets the National Minimum Standards. The child minder sometimes reviews her policies and ensures that these are generally implemented in practice. However, on the day of the inspection, there was no safeguarding policy and the pet policy had not been reviewed and updated. Since the inspection visit, the child minder has confirmed that an updated pet policy is in place and she has a safeguarding policy in place. The child minder ensures that most of the required records are kept including contracts, permissions and a record of when children were not attending her service which was different to their usual hours. However, the child minder did not keep a record of the children's actual times of attendance. 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 has confirmed that she is now keeping a daily written record of when the children are in her care.

The child minder reviews the quality of care annually. She seeks the suggestions of children and their parents/carers and produces a basic quality of care report which highlights the positive elements of her service.

The performance management process is satisfactory. The child minder undertakes mandatory training including first aid. However, on the day of the inspection, she had not completed safeguarding training since the last inspection. Since the inspection visit, the child minder has completed a level two safeguarding course and has made plans to complete her level three by November 2024. The child minder has an up-to-date Disclosure and Barring Service (DBS) certificate. However, one household member did not have an up-to-date DBS certificate. 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 has quickly begun the process to get a new DBS certificate in place for the household member.

The child minder ensures that communication and engagement systems with parents are adequate. She generally keeps parents informed via daily verbal feedback and digital messaging. Parents told us that their children are happy at the service, and they can speak to the child minder about anything.



### 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 provider needs to ensure all household members have a current Disclosure and Barring	New

	Service certificate.	
30	The provider must ensure that a daily record of the names of the relevant children and their actual hours of attendance.	New

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 what children do is recorded to help plan the next steps for the children's play, learning and development.
Standard 24 - Safety	Further develop the written risk assessments.
Standard 24 - Safety	Ensure fire drills are formally recorded and copies are available for inspection.

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 hand washing procedures are in place.

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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**Date Published** 26/09/2024