



Inspection Report

Jemma Amanda Davidson

Cardiff



Date Inspection Completed

19/07/2024

Welsh Government © Crown copyright 2024.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a Post Registration Inspection
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.

<u>Well-being</u>	Excellent
<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 have excellent opportunities to make choices and follow their interests. They are very confident and relaxed and enjoy their time at the setting. They interact well with their friends and the child minder. Children enjoy their play and learning and the range of activities the child minder provides. Children are developing their independence well.

The child minder understands her role in keeping children safe and healthy. She provides safe and nurturing care. The child minder manages interactions well and uses positive strategies to support children's behaviour. The child minder knows the children and their individual needs very well. She provides a good range of activities that children find engaging and promotes their learning and development.

The environment is welcoming, safe, and clean. It provides children with a light and bright area to play, with a relaxed 'home from home' feel. The child minder provides good resources and facilities which enables children to take part in a variety of different activities. She makes good use of the local area to provide enriching outdoor experiences.

The child minder has a clear vision for her service, placing children's wellbeing at the centre of all she does. She manages the setting successfully and has built positive partnerships with parents, schools and local child minders.

Well-being**Excellent**

Children consistently receive good opportunities to make choices and decisions at the setting, their voice is strong. Children choose what toys and activities they want to play with and how they will spend their time. Children's views are always considered when planning activities and projects. They are extremely confident in communicating their wants, needs, thoughts and ideas. Children confidently chat with the child minder about the activities they are engaged with and eagerly invite her into their play. They know the child minder fully considers them and is very interested and responsive to their needs.

Children are exceptionally happy, settled and enjoy attending the setting. They feel very safe in the child minder's care. Children benefit from very strong bonds of affection with the child minder who knows them extremely well. Children seek hugs and cuddles from the child minder and laugh and joke with her whilst they carry out an activity together. Children are very familiar with the routines, and this adds to their feeling of safety.

Children develop friendships with each other at the setting. They play happily with or alongside each other, depending on their age and stage of development. Children are kind to each other, considering each other's needs and sharing together. They respect each other and the resources available to them.

Children are highly motivated and engaged in their play and learning. They enjoy the resources and eagerly choose what they wish to play with. Children of various ages take part in a variety of activities. For example, children excitedly blow and pop bubbles with the child minder and play independently with small world characters.

Children have excellent opportunities to develop their independence skills, appropriate to their age and stage of development. Children help to tidy up, put on their shoes and socks, and learn about road safety during the school pick up.

Care and Development

Good

The child minder has a good understanding of her role and responsibility to keep children safe. She has a clear understanding of safeguarding issues, the signs and symptoms of abuse, and her own duty to report any concerns. She has up to date mandatory training including safeguarding, paediatric first aid and food hygiene. The child minder encourages health and hygiene at the setting. For example, she encourages children to wash their hands after playing outdoors and before food is served. However, she has not carried an Infection Control Audit of her setting to ensure she is following best practice guidelines. The child minder carries out regular fire drills with the children ensuring that they are familiar with what to do in an emergency. She has good systems in place to record accidents, and is developing her systems for recording incidents, and pre-existing injuries to ensure they are robust. The child minder has a very good knowledge of children's allergies, dietary requirements, and medical needs. She keeps accurate registers of children's attendance. The child minder has a range of risk assessments in place. She also proactively identifies and manages emerging risks well. The child minder ensures children have access to regular outdoor play experiences, both in her garden and in the local area. This offers children the benefits of physical exercise and fresh air.

The child minder is extremely responsive, caring, and warm in her interactions with the children. She is a good role model and uses plenty of praise and encouragement to support children and reinforce positive behaviour. Her positive, cheery, loving attitude permeates the setting and sets the tone for interactions. The child minder has a good understanding of children's development and the varying needs of each child she cares for. She is alert to how these needs can impact children's behaviour and uses this knowledge to consistently implement positive behaviour management strategies with excellent effect.

The child minder knows all the children she cares for very well. Children with additional learning needs are extremely well supported, receiving care that meets their individual needs. She has a good understanding of each child's levels of development and any health needs. However, there is only limited written information recorded on children's files regarding development and any updated health information. The child minder naturally extends children's play and learning through conversations as she shares activities with them. For example, we heard her counting with them in English and Welsh whilst they were playing together and discussing shapes. The child minder uses incidental Welsh with the children.

Environment

Good

The setting is very safe and secure. The external entrance is locked, the child minder ensures only authorised access and keeps a record of visitors. The back garden is securely fenced. Routine safety certificates are up to date. Safety precautions are in place throughout the downstairs of the house. For example, safety gates are in place to restrict access for children to the stairs. The child minder walks to local schools for pickups but sometimes uses her car for trips and during the holidays. She ensures MOT and insurance certificates are up to date and uses appropriate safety seats.

The home environment is warm, comfortable, and very well maintained. It provides children with an inviting light and bright area to play. They benefit from a 'home from home' atmosphere, allowing them to relax as well as play and learn. Children have access to the playroom which is laid out in a way to be inviting to children with toys and resources easily accessible. There is direct access to the garden from the playroom ensuring it is easy for children to get fresh air. The toilet is upstairs so children cannot access it completely independently. The child minder supports children with using the stairs and accessing the toilet depending on their age and stage of development.

The child minder provides a wide range of good quality age-appropriate toys and resources. Resources are well-organised, and many are accessible to the children. Other toys and resources are stored and easily accessible and rotated regularly to suit the ages and interests of the children present. All resources are of a good quality and well maintained.

Leadership and Management

Good

The child minder has a clear vision for her service, she is passionate about supporting the highest levels of wellbeing and outcomes for the children she cares for. The child minder organises her setting well. She has a range of policies, procedures and risk assessments in place, however some of these need reviewing to ensure they are clear, robust and match practice. There is an up-to-date statement of purpose, which is compliant with regulations. Public liability insurance is valid. Children's contracts are well organised, and the child minder obtains parent consent forms and all the necessary information about children to care for them safely. Documents are stored securely.

The child minder seeks the views of children and parents as part of her self-evaluation and planning for improvement. She completes an annual quality of care review of her service. The child minder is fully engaged with the inspection as part of her self-evaluation and improvement. The child minder is committed to her own continued professional development and manages her time and resources well.

The child minder has strong partnerships, working with others to ensure the best outcomes for the children she cares for. For example, she has strong relationships with class teachers and parents enabling information to be communicated between home and school. The child minder has good strong links with other child minders in the local area and attends a variety of local groups. She has worked with the Local Authority to gain the Healthy Snack Award.

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

	inspection	
--	------------	--

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	Use the Public Health Wales Guidance and Audit Tool for Infection Control in Childcare Settings to ensure best practice is followed.
Standard 5 - Records	Ensure new systems for recording Incidents and Pre-existing injuries become embedded in practice.
Standard 5 - Records	Ensure up to date health and developmental information is available on children's files.

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)
Review and update policies to ensure they are clear, robust and match practice.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 10/09/2024