



## Inspection Report

**Meisha Evans**

**Cardigan**

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

**This report is also available in Welsh**



**Date Inspection Completed**

30/07/2024

**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](mailto: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	Both
Previous Care Inspectorate Wales inspection	This was a post-registration inspection.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing the 'Active Offer' of the Welsh language and demonstrates significant effort to promote the use of the Welsh language and culture.

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

### **Summary**

Children are happy, settled and form positive relationships with the child minder. Children have a strong voice and are confident about making their own choices. Interactions between children are good and they engage well with the child minder. Children are interested and enjoy their play and learning opportunities. They are developing a good level of independence for their ages, needs and stages of development.

Overall, the child minder follows good procedures to keep children safe and healthy. She is a good role model and her interactions with children are positive. The child minder promotes and develops children's learning needs through careful observations based on their needs, preferences and abilities.

The child minder ensures the property is warm, comfortable and welcoming. She uses appropriate systems to ensure the environment is safe and secure. The child minder ensures children have access to a wide range of resources which are of good quality and suitable for their ages and stages of development. She ensures children have varied opportunities for outdoor play.

The child minder organises the setting appropriately. She has a suitable understanding of her regulatory responsibilities and meets most requirements. The child minder has an informative quality of care review. She is a qualified childcare practitioner and ensures that she and her child-minding assistants have received most of the mandatory training requirements. Partnerships are effective.

## Well-being

Good

Children are happy, settled and form positive relationships with the child minder. They feel a sense of belonging within the setting and are comfortable and relaxed in the child minder's care. They go to the child minder for spontaneous cuddles and regularly sit on her lap for stories. Children help themselves to resources and communicate their needs successfully with her. Children are proud of their achievements. For example, children proudly showed their artwork to the child minder and smiled when they were told that *"Mummy is going to love it!"*

Children have a strong voice. They are confident making their own choices and decisions. For example, they help themselves to playdough, arts and crafts, musical toys, role play toys and books. Children know that the child minder respects and acts on their preferences and choices. They show or tell the child minder what they want to drink and eat from a young age, and their choices are consistently acted upon.

Interactions between children are consistently good. They have formed positive relationships with each other and include each other in their play. For example, children successfully share money with friends to buy an ice cream whilst playing with the ice cream parlour. Children listen and respond well to the child minder's interactions. They listened when they are told to be careful when they were hugging friends too tightly. Children use politeness from a young age. They say 'please' and 'ta' or 'thank you' at snack and lunch time. Children show empathy towards each other and have a close bond. They hug their friends and are keen to role play and dance alongside each other contently and happily.

Children are actively engaged and interested in the play resources on offer to them. They help themselves to coloured magnetic shapes and build a castle on their own. They extend on these play ideas, with wooden characters available to make bedrooms, doors and windows for their castle. Children concentrate well for their ages and stages of development. Older children engage in a sticking activity and painting, whilst younger children are interested in books relating to sea creatures.

Children are developing a good level of independence and skills according to their personal developmental abilities. They are familiar with their daily routines. For example, they wash their hands before food and know where they want to sit at lunch and snack time. They eat their own finger foods and help themselves to water. Children have good opportunities to develop fine and gross motor skills. They use tools to cut, roll and make shapes with playdough. Children use pencils, crayons, paint brushes and craft resources with ease.

## Care and Development

Good

Overall, the child minder follows good procedures to keep children safe and healthy. The child minder follows effective hygiene procedures, ensuring that all surfaces are clean, and children wash their hands regularly before food and after toileting. The child minder follows some procedures in relation to the nappy changing policy, by washing her hands after each nappy change. However, the child minder does not wear personal protective equipment (PPE) and does not sanitise the changing mat after each use. She and her assistant have a very good understanding of their responsibilities in relation to safeguarding and know the procedures to follow if there was a child welfare situation. Accidents, incidents and medication records are signed and dated. Most children bring their own packed lunches, and these are kept refrigerated. Water is available throughout the day. The child minder has good knowledge of children's health, dietary needs and intolerances. She ensures children have regular access to fresh air in the outdoors with lots of physical play, walks and exercise when visiting local attractions.

The child minder's interactions with children are warm and positive. She celebrates children's achievements and promotes their self-esteem. For example, she praised younger children for eating well and celebrated when a child had finished building a castle, saying "*Wow, that's amazing!*" The child minder encourages children to share and manages their behaviours effectively. She ensured that younger children were entertained with books and musical toys, whilst older children completed their own construction projects. The child minder is a good role model. She encourages children to sit at the table and has lovely warm conversations with them about their family days out, family members and trips. The child minder ensures children feel safe and secure. She ensures children receive cuddles and plenty of interaction when they are playing, and when they need comfort when tired.

The child minder promotes and develops children's learning needs through careful observations based on their abilities and preferences. She organises and changes the resources according to children's desires and ensures that children have plenty of opportunities to learn about different cultures and diversity. She and her assistants have organised craft and baking activities relating to Eid, St Davids day, Diwali festivals and celebrations. The child minder takes children to parks, beaches and playgrounds for them to explore nature. She has a good understanding of additional learning needs and knows where she can access support for families if needed. The child minder promotes Welsh and English through songs and books. When discussing pictures in books, she ensured children had opportunities to learn names of the sea creatures, colours and different patterns. She promotes colours and shapes through play when discussing the colours of different ice creams, and ensures children learn the names of shapes whilst building models of castles. The child minder tracks the developmental progress of children through assessment and observation and ensures children's next steps are identified and implemented.

**Environment****Good**

The child minder uses appropriate systems to ensure the environment is safe and secure. She ensures the external doors are secured and outdoor area is safe and enclosed. The child minder identifies any potential risks to children's health and safety as far as possible. She confirmed that the fire alarm is regularly tested, and she performs regular fire drills when child minding assistants, and different children are present. However, the heating maintenance check has not been performed on a regular basis. The child minder keeps a record of those visiting the setting, and accurate attendance records for staff and children present at the setting. She ensures chemicals and medicines are kept away from children's reach. First aid kits are available in the property and in the car for outings.

The child minder ensures the property is welcoming, comfortable and child friendly. She provides low level tables and chairs and larger dining furniture for older children in the kitchen and dining area with highchairs for babies and younger children. The child minder promotes children's independence by providing toileting aids, liquid soap and separate flannels to dry hands in the ground floor toilet area. The indoor play and living area is spacious. She keeps resources and furniture at a suitable height for children to access them independently. There is a spacious and suitable outdoor area for children of all ages and stages of development.

The child minder ensures children have access to good range of resources. These include Welsh and English books, and toys and books which promote different cultures and diversity. Indoors, there are role play toys, small world toys, wooden characters and blocks, train set, suitable sized loose parts, crafts, painting and messy play opportunities. She organises the outdoor area to promote children's physical and exploration skills. For example, there is an artificial grass area with role play resources, sand and water play areas and push along toys. Older children have access to puzzles and construction toys, and a separate outdoor grassed area with goals, balls, swings, slides and a trampoline.

## Leadership and Management

Adequate

The child minder is organised. She has a suitable understanding of regulations and national minimum standards (NMS). The child minder regularly reviews the statement of purpose, which is a good reflection of the service provided. Policies are a current and she confirms that she regularly reviews these. She implements most of the policies and procedures to provide a good quality service for children and their families. The safeguarding policy has been amended to reflect the procedures to follow if there was an allegation or a complaint made against the child minder or assistants, and now includes the prevent duty and online safety. The child minder ensures all household members and child-minding assistants have current Disclosure and Barring Service (DBS) checks. The DBS check for the child minder has expired, but has been applied for, and evidence of this was shared with CIW on the day of inspection to show this has been actioned in a timely manner. The child minder maintains appropriate records, including children's contracts and permissions. Records show that staff to child ratios are suitably maintained and met at all times.

The child minder has written an informative quality of care review of the setting. She seeks and collects views of parents, children and others who use the setting. The child minder shares a positive and detailed account of her child-minding setting and improvements made during the year. She creates improvement targets for the future running of the setting.

The child minder completes mandatory training as well as organising training for her child-minding assistants. However, her food hygiene training is outdated, and safeguarding training for a child-minding assistant does not meet the requirements of the NMS. The child minder is committed to her own professional development and seeks additional training such as 'Curriculum for Wales' training, Additional Learning Needs (ALN) training, behaviour management, sign language, outdoor and forest school training. The child minder shares significant changes and information with Care Inspectorate Wales (CIW) and has completed the Self-Assessment Service Statement (SASS). There are systems in place to ensure suitability checks are conducted on child-minding assistants. The child minder ensures the child-minding assistants receive annual appraisals and regular professional development supervision discussions are conducted on staff. Child-minding assistants confirmed that they are supported and encouraged to undertake further training to develop their own professional development. However, the supervisions are not currently recorded.

Partnerships are positive. The child minder takes every opportunity to engage with parents about children's well-being and progress. She uses a webform app to communicate with parents and provides positive discussions with parents. The child minder has good links to the local community and others. She ensures children have opportunities to meet other children at playgroups and ensures they have regular visits to local attractions and natural areas such as woodlands and beaches. Parents informed CIW that they are very happy with the child-minding setting. Their children are always happy in the child minder's care and have built a great bond with her.



### 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

	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	Ensure infection prevention and control procedures and policies and procedures are followed during nappy changing.
Standard 20 - Child protection	Ensure training for safeguarding, paediatric first aid and food hygiene meet the requirements of the national minimum standards
Standard 23 - Equipment	Ensure environmental suitability checks are regularly conducted
Standard 5 - Records	Ensure supervisions of child minding assistants are recorded

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.

### 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** 18/09/2024