



Inspection Report

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Cardiff



Date Inspection Completed

17/04/2024

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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	7 February 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.

<u>Well-being</u>	Good
<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 are happy and settled and enjoy their time at the setting. They are confident to express themselves as they are consistently listened to. They have strong bonds with the child minder and make friends at the setting. Children are developing their independence and are enthusiastic about their play and experiences.

The child minder understands her role in keeping children safe and healthy. She manages interactions in a positive manner and is consistently warm, patient and kind. The child minder provides a range of different activities and resources that promote children's development and learning.

The child minder ensures her home is a safe and comfortable environment for children. She provides children with care in a 'home from home' atmosphere. The child minder provides good resources to enable children to take part in different activities.

The child minder sets clear aims to meet children's needs and follows her written policies and procedures. She is experienced, qualified and enjoys her role. The child minder manages the setting successfully and has built very positive partnerships with parents.

Children know the routines well which makes them feel comfortable and secure. They follow established routines when leaving the house to walk to school and know the rules of the setting well. Children are confident communicators as their wants, moods and needs are considered by the child minder. For example, they approach the child minder to ask for snack when they are hungry. They contribute to the planning of the activities using a suggestion box.

Children are happy and relaxed at the setting. They are interested and excited whilst completing an activity sorting pom-poms into different colour containers. Children fully engage in the play-based activities and concentrate for sustained periods of time. They feel valued and have a sense of pride. For example, they smile when they receive praise from the child minder for completing the task.

Interactions between children are good. They cooperate successfully with the other children that attend. For example, they work together to build the biggest tower they can. Children enjoy sociable mealtimes, chatting happily with their friends and the child minder. They talk naturally discussing the colours of the rainbow and their morning at school. Children have positive bonds of affection with the child minder.

Children are happy in their play and engage in their own activities or with a friend. They concentrate well, sustaining interest in the things they've chosen to do. For example, we saw two children concentrating well during story time. Children develop good confidence levels and self-esteem. In role-play the children enjoy re-enacting a story using characters and puppets from the story they had listened to with the child minder.

Children are developing independence skills appropriate to their age and stage of development. For example, they naturally try to do things independently before asking for help, such as wearing their coats and shoes before going outdoors. Children are confident communicators and are happy to chat with us. They told us that they enjoyed their time at the setting and shared their views about the toys they like playing with.

The child minder follows procedures to keep children safe and healthy. She has a good understanding of child protection and safeguarding children. The child minder records incidents and accidents and the dates and times these occurred. She shares these records with parents and ensures they sign as evidence they have been informed. She has a medication policy in place with the required permission and administration forms. The child minder encourages healthy eating by providing healthy meals and encourages children to drink water. She follows good hygiene procedures. For example, she sanitises all surfaces, ensures that she, and the children practice regular hand washing and provides the children with individual paper towels to dry their hands.

The child minder is caring, motivated and committed to meeting children's individual needs. She knows the children very well and has positive and close bonds with them. The child minder is sensitive to the wants and needs of children, providing appropriate care and affection. She manages children's behaviour naturally as part of the organised day-to-day activities. For example, as a child tidies up, she gives praise using language such as "*well done/ da iawn*". The child minder is consistent in her approach to behaviour management using positive language and setting realistic boundaries such as reminding children to share and to take turns using the toys. The children respond well to her clear guidance and instructions.

The child minder ensures new children settle quickly at the setting by collecting information about the children's needs as well as their likes and dislikes and communicating with the parents. She includes children's suggestions in the planning. The child minder plans activities such as arts and craft, story and singing to develop children's skills as well as providing a range of play based activities. She also plans visits to the local area such as parks and playgroups. The child minder has a good knowledge and understanding of child development. She assesses children's individual progress and uses this information to inform the planning. The child minder knows the children well and responds to their individual developmental needs.

The environment is safe and secure for children. For example, the child minder ensures that all access doors are locked with keys located out of children's reach. Access to the property is via a video doorbell and a record of all visitors to the setting is kept. The child minder ensures child locks are fitted on cupboards in the kitchen in order to store materials away from children and safety gates are in place. She risks assesses the property and activities to ensure unnecessary risks to children are identified and these inform daily checklists. However, the infection control audit tool has not been completed. The child minder completes relevant safety checks for the building and ensures children are familiar with fire safety procedures by conducting regular evacuation practices.

Children have access to the lounge and dining area in the kitchen. They use the dining table to complete craft activities and eat their meals. Children move between the dining area of the kitchen and lounge depending on the type of activity they choose. The child minder accompanies the children to the upstairs toilet in the bathroom. Children also have access to the garden area, but this was not in use during the inspection due to the inclement weather. The child minder told us about further plans to develop this area in the future. Children choose their own play activities and move into the lounge for more space or if they want to relax on the sofa.

The child minder provides a range of suitable age-appropriate toys and resources. She ensures all resources are organised and most are accessible for the children. For example, children have access to games, puzzles, books and role-play toys. The child minder provides good quality resources that are well maintained. She is skilful at using these resources to support children's development. For example, she makes excellent use of story sacks to promote children's love of reading and storytelling. Children respond very well to these and use the resources effectively to re-tell stories and in role play which develops their imagination. The child minder also makes good use of books to develop children's personal and social skills, with fun story books about sharing and listening.

The child minder organises her setting well. Required policies and procedures are in place. However, the relevant policies do not include the current Additional Learning Needs (ALN) code of practice for Wales. She has a detailed statement of purpose, which meets the requirements. The child minder ensures public liability insurance is valid and records about the children are completed, organised, and stored appropriately.

The child minder is experienced and enjoys her role. The quality of care report for the setting is reflective. The child minder uses the views gathered from parents and children to inform her evaluation of the setting. She is a member of an umbrella organisation and engages with them regularly in order to ensure the quality of the service.

The child minder is appropriately qualified and has completed the mandatory training required. For example, she holds an appropriate first aid qualification and food hygiene certificate. She has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. The child minder also ensures all necessary DBS checks are in place for household members, one of which was completed during the course of the inspection. The child minder ensures the suitability and maintenance of her vehicle which is used to transport children; however, the vehicle was not in use during the inspection whilst she purchased new travel seats.

The child minder has links with the local community. She collects children from the local schools and has built up a relationship and routine with them over her years as a child minder. The child minder understands the importance of working in partnership with parents to ensure that children in her care receive the correct support to meet their individual needs. The child minder shares children's daily information with parents as well as photographs of their activities via a private messaging application. We saw feedback from parents that was very positive about the setting. For example, parents' comments about the child minder included, *"she has always been fantastic, she keeps in touch and is always easy to reach, very accommodating"* and *"snacks are brilliant and X really enjoys it, X wants to keep attending until year 6!"*

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	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)
	No NMS Recommendations were identified at this 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)
Complete the Public Health Wales (PHW) infection control audit tool.
Ensure the ALN Act for Wales is referenced in relevant policies and undertake training related to ALN.

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.

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