



Donna Humphreys



Pontypridd



07866314155

Date(s) of inspection visit(s):

30/04/2025

Service Information:

Operated by:	Donna Humphreys
Care Type:	Child Minder
Registered places:	8
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children are happy and settled at the child minder's home. They know their needs, preferences and feelings will be listened to. Children make their own choices and decisions by choosing resources and activities which interest them. They interact well and show enjoyment in their play activities.

The child minder works well to ensure children are safe and healthy. She promotes good behaviour and encourages positive interactions between the children. The child minder supports children's development successfully by providing a wide range of activities and experiences.

The child minder offers a welcoming, safe and clean environment which is homely and well decorated. There is a large garden, which children can enjoy regularly. There is sufficient space for children to rest, play, learn and develop.

The child minder is committed to running a quality provision and manages her service effectively. She has a good range of policies and procedures which she communicates well with parents and carers. The child minder has developed good relationships with parents and keeps them well informed.

Findings:



Well-being

Good

Children are happy and settled at the child minder's home. They thoroughly enjoy their time with her and feel secure in her company. For example, children are happy to chat and play with us (Care Inspectorate Wales) but frequently sought reassurance from the children, which she responded to warmly. Children confidently make choices and decisions about what may affect them. For example, children move freely around the child minders home and choose which toys and activities they would like to play with.

Children feel safe, content, and valued. They are forming positive bonds of affection with the child minder and express themselves well, both through verbal and non-verbal cues. They receive an immediate response to their requests and prompts. For example, when a child asked for help to put a book back on the shelf, the child minder immediately helped the child to rearrange some of the other books so they could fit it on the shelf.

Children interact consistently well with the child minder. They co-operate well for their age and are actively interested and engaged in the play opportunities available to them. Children are happy to share a range of toys and resources with each other. For example, they shared the resources when playing with the magnetic blocks together. Children form positive relationships with the child minder as they know their wants and needs will be met.

Children enjoy their play and benefit from an appropriate selection of play and learning opportunities. They are interested and fully involved in their activities for extended periods of time. For instance, children thoroughly engage with the toy kitchen resources, sharing the role-play foods and kitchen equipment with each other. Children have many opportunities to enjoy the outdoors and their local environment. They enjoy going to the local park, on walks and they visit various playgroups in the local community.

Children have opportunities to develop their skills and independence in line with their age and stage of development which enables them to do some things for themselves successfully. For example, they wash their hands and choose resources independently. Some children gain a sense of achievement from what they do and are eager to share their successes. For example, one child was excited to tell the child minder when they had tidied some of the resources away.



Care & Development

Good

The child minder is aware of her responsibilities to keep children safe and healthy. She implements appropriate cleaning and hygiene procedures. The child minder encourages children to wash their hands, and she uses PPE when appropriate. She has a range of policies in place which promote children's safety and well-being. The child minder has appropriate procedures in place to accurately record accidents, incidents and the safe administration of medication. She ensures records are signed by parents/carers. The child minder ensures her safeguarding training is up to date, and she is confident following the relevant processes when necessary. She promotes children's health successfully and holds the relevant first aid certificate. She keeps the appropriate registers which are accurate and reflect the exact arrival and departure times. The child minder ensures that children's privacy and dignity is respected when changing nappies.

The child minder provides a calm and caring environment; she is constantly engaged in discussions with the children and successfully meets their needs. She manages behaviours very well, implementing her behaviour management policy by using gentle tones, distraction and praise. This promotes children's self-esteem and self-confidence. The child minder encourages the children to say 'Please' and 'Thank you' and she praises them when they use manners independently by saying *"Well done, you!"* The child minder sits with children as they frequently invite her into their play, and they have fun together. She consistently reassures them and praises their efforts and achievements when they show her what they have done, for instance, *"You are so clever!"* The child minder takes time to fully explain to children, in a way they understand, when she gives an instruction or when they ask questions. For example, when a child asked to go outside to play, the child minder explained, *"We are getting ready now to go and get your friends from school. We can go outside and play when we come back. Shall we go to the park while we are waiting for them?"*

The child minder supports children's learning in a positive way, using incidental opportunities to extend language by asking children to name colours, shapes and animals. She is knowledgeable about children's development and monitors their learning and development through using appropriate records. She keeps appropriate developmental records and has a good understanding of how these inform her next steps. The child minder mainly provides a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with. She recognises the importance of wider community experiences and regularly takes children on local days out. The child minder uses basic Welsh words and phrases throughout the day to help children's understanding and use of the language.



Environment

Good

The child minder implements successful measures and procedures to ensure the environment is safe and secure. For example, safety gates are in place and the child minder ensures that all entrances and exits are locked whilst the children are present. The child minder completes annual safety checks for household appliances and regularly monitors fire safety. For example, she practises regular fire drills to ensure children are familiar with this routine. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She maintains appropriate risk assessments which show that risks have been considered and minimised where possible.

The child minder provides a welcoming, home from home environment for children. It is light, bright, and children have sufficient space to play and learn. She encourages children to freely explore a good range of quality toys and play equipment to suit their ages and individual needs. The child minder ensures that the children have a choice of a wide range of toys and resources, which are organised within the storage areas in the play area. The layout and design of the child minder's home promotes children's independence well, as there is low level, accessible storage. This means children independently retrieve resources and toys they would like to play with or are of interest to them. The child minder also provides areas where children can choose to rest and relax. Furthermore, the child minder understands the importance of outdoor play to promote children's development as she discussed a range of outdoor activities she undertakes to promote physical play. The outdoor area offers a range of play opportunities including sand and water play and a selection of ride on toys.

The child minder ensures that children can access a wide variety of age-appropriate furniture, toys and equipment both indoors and outdoors. She provides resources which she ensures are of good quality and meet children's individual needs. For example, there is a range of craft activities, jigsaws and games, vehicles, construction toys and a well-resourced toy kitchen area and a reading area. The child minder provides children with a range of resources and equipment that encourage imaginative play and spark exploration. This means they are engaged in activities for extended periods of time as they play creatively. For example, children enjoyed the coloured magnetic blocks which they used to build a garage and then to cover their faces and play a different game. The child minder supports children to make decisions about their play.



Leadership & Management

Good

The child minder works positively to manage her setting well. She is aware of how she wants to develop herself and her service. The child minder's paperwork is well organised, and she maintains her records to a good standard, priding herself on running a quality provision for the children and

their families. She has a detailed statement of purpose in place which provides parents with accurate information about the setting, so they can make an informed choice about the care of their child. The child minder has a range of appropriate policies in place which she implements in the setting. She is well qualified and has a clear vision for the future running of her setting. The child minder keeps the required paperwork in relation to individual children. She is fully aware of the number and age range of children she could care for and has records such as contracts, registers, permissions and child information forms.

The child minder has written a suitable quality of care report. She seeks the views of parents and carers as well as the children and provides an opportunity for them to make suggestions for improvements. Their comments demonstrate high levels of satisfaction with the service she provides. The child minder uses this feedback to enable her to effectively evaluate her service and consider the areas in which she would like to develop her practice.

The child minder recognises the importance of regular training and continuing her professional development. She completes all mandatory training and seeks further opportunities to develop. For example, she has undertaken training on the attachment theory and attachment difficulties. The child minder's commitment to updating her practice in this way positively benefits the children in her care. The child minder works effectively, ensuring 'Disclosure and Barring Service (DBS) checks are up to date for all members of the family over the age of 16 years, and she maintains her public liability and Information Commissioners Office (ICO) certificates.

The child minder recognises the importance of working in partnership with parents and carers. For example, she provides them with the relevant information to make choices about the care of their child. Furthermore, she keeps them fully informed about all aspects of her child minding service and provides daily feedback on the children's time with her either verbally or through messaging, depending on the preferences of the parent and carers. Parents are positive about the care their children receive and speak highly of the child minder. For example, feedback includes, *"She has taught our child right from wrong and makes sure they have fun every day,"* *"She provides a very inclusive setting so well"* and *"She is very nurturing and caring towards my children. I wouldn't put them anywhere else."* The child minder maintains good links with outside agencies and regularly meets with other professional child minders in the area.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

National Minimum Standards

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.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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