



### Victoria McAllister



Pontyclun



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<http://www.poppykinsdaycare.co.uk>

Date(s) of inspection visit(s):

31/07/2025

### Service Information:

Operated by: Victoria McAllister

Care Type: Child Minder

Registered places: 6

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**

**Excellent**



**Care & Development**

**Excellent**



**Environment**

**Excellent**



**Leadership & Management**

**Excellent**

## Summary:

Children extensively enjoy their time at the child minder's home. They have a very strong voice and independently decide how they want to spend their time at the setting. Children confidently engage in a wide range of outstanding play-based activities that interest and motivate them. They have close, extremely positive relationships with the child minder who genuinely cares about them.

The child minder provides a very nurturing atmosphere and promotes children's confidence and self-esteem through managing behaviour exceptionally well. She has an excellent understanding of how best to meet children's individual needs and effectively supports children in their learning.

The child minder maintains a home from home experience where children feel safe and relaxed. She provides a rich environment for play and learning and ensures there is an excellent range of engaging resources and equipment which meet the needs of the children effectively.

The child minder is extremely motivated and committed to promoting positive outcomes for children. She communicates effectively with parents and has a strong culture of continuous professional development, frequently striving to promote positive outcomes for children.

## Findings:



### Well-being

**Excellent**

Children are confident communicators, chatting and interacting constantly with the child minder and each other. They have excellent opportunities to make choices and decisions about what may affect them. Children feel happy to express themselves as their opinions and interests are highly valued and acted upon. For example, during circle time in the morning, children confidently discuss how they would like to spend their day and what activities they would like to do. This encourages children to confidently share their ideas, so they feel valued, and it raises their self-esteem.

Children feel safe and secure as the child minder knows them very well and fully respects their feelings and concerns. She reassures them in a calm and gentle manner when they need support to regulate their emotions. For example, the child minder tells them, "I understand why you are upset," as she takes them through breathing techniques to help them focus on how they are feeling and responding to a situation. Children completely trust her. They have very close bonds of attachment with each other and adults, and children are very relaxed and feel at home.

Children receive nurturing and immediate responses from the child minder and engage positively with her frequently. They regularly invite her into their play and interact well with each other, developing their social skills through turn taking, sharing and cooperating extensively during their play. Children understand their wants and needs will be listened to superbly by the child minder, who prepares them for transitions in their play successfully. For example, when a child wanted to eat straight after play, and was feeling reluctant to wash their hands, the child minder sang a song and created a fun activity which the children all enjoyed. This meant the children were excited for the next part of their day and happily washed their hands ready to eat their snack.

Children are very curious learners and thoroughly enjoy their play and learning, confidently choosing experiences and activities that interest them. They have excellent opportunities to initiate their own play and to influence their activities which means children engage for extended periods of time. For example, children showed excitement and sustained interest when playing in the mud kitchen. They transported various materials and resources from the environment into their play, which was supported and extended by the child minder.

Children have extensive opportunities to develop their independence skills through a wide variety of purposeful activities. This enables them to do things for themselves successfully and to problem solve effectively. Children are very self-sufficient in the setting. For instance, they wash their hands independently, they help the child minder to prepare their food, and they take responsibility for their own shoes and belongings. They make excellent progress and are confident to try new activities.



The child minder has a very strong understanding of her role and responsibilities in relation to safeguarding children. She has an extensive range of purposeful policies which she successfully embeds in the setting to promote children's safety and wellbeing. The child minder ensures her safeguarding training is up to date and she follows robust procedures to safeguard children confidently when necessary. The child minder promotes children's health successfully and has successfully completed first aid and food hygiene training. She confidently provides children with food according to dietary requirements, which includes a wide range of healthy meals and snacks. The child minder has excellent systems in place to record accidents, incidents and medication administration and shares the information with parents successfully. She implements effective cleaning routines and robust hygiene practices and consistently follows her toileting and nappy changing procedures.

The child minder is an excellent role model as she interacts positively with the children and fosters strong relationships with them. The interactions between them are delightful and reflect their close relationships. The child minder frequently praises and reassures the children and models excellent language in a gentle and nurturing way. For example, she consistently uses the phrases, *"I like the way you..."* and *"I love how you..."* This is an outstanding strength of the child minder. The child minder manages children's behaviours exceptionally well, implementing her behaviour management policy by using soft tones, distraction, and praise. She sits and engages with the children during their play, for example when they are painting, playing in the water or choosing the herbs they want from the garden for lunch. Children interact extremely well and are developing lovely friendships with one another, especially by helping each other, sharing, taking turns and playing cooperatively. For example, when a child wants a resource that their friend has, they ask, *"Can you bring that back when you have finished so I can have a go please?"* When the child had finished playing with the resources, they immediately said to their friend, *"It's your turn now!"*

The child minder has an excellent understanding of how to support children. She knows them extremely well and is confident to promote their play, learning and development. She maintains fantastic journals reflecting children's progress and achievements in line with the 'Curriculum for Wales.' The child minder keeps comprehensive developmental records which she uses effectively to inform her next steps. She ensures children are at the centre of their own learning and development by providing endless opportunities to experiment within the setting. The child minder is highly motivated to allow children to extend their play. For example, when participating in blackberry painting, the child minder joined in and supported a child to experiment with various resources and materials to explore the paint pattern. This allowed sustained engagement with the activity and the child clearly enjoyed their play. The child minder frequently uses Welsh with the children and promotes the Welsh language and culture through a variety of resources.



## Environment

**Excellent**

The child minder has effective procedures in place to ensure the environment is safe, clean and very well maintained indoors and outdoors. She keeps a record of visitors to the premises and frequently practises fire drills with the children to ensure they can evacuate the setting in the event of an emergency. The child minder has effective comprehensive risk assessments in place for all aspects of her service, including the premises, activities, transporting children and regular outings. She carries out regular safety checks and effectively organises consistent cleaning routines that reflect excellent infection control practices. There are stair gates in place where appropriate, to make sure children remain in areas safe to them. The child minder implements the appropriate policies, risk assessments and consent forms to allow children supervised contact with the pets at the setting.

The child minder makes excellent use of the space in her home and provides a very stimulating, spacious, and accessible area for children to enjoy their play. The layout is well thought out and provides many excellent learning spaces for the children to play and engage in a variety of opportunities. The child minder ensures children have the freedom to safely explore the indoor and outdoor environment when they choose which enhances their curiosity and interests. The addition of a large cabin in the garden supports free flow and provides extensive play opportunities through the use of the different areas. The child minder uses neutral colours and natural resources throughout the environment which creates a sense of calmness and curiosity. She ensures displays in the setting are meaningful and reflect children's time in the setting. Children thoroughly enjoyed talking about the pictures and telling us about the stories behind them. This displays that children have a strong sense of belonging and feel valued in the child minder's home.

The child minder ensures the environment promotes children's independence well. She provides an extensive range of high-quality resources and equipment which spark exploration and encourage imaginative play. For example, there is selection of recyclable materials including cardboard boxes, which the children can choose from to incorporate in their play. The child minder ensures children have access to a wide range of play opportunities including role play, craft and sensory experiences that are age and stage appropriate. There are child sized tables and chairs as well as larger comfortable sofas and furniture which provide a space for older children to rest on and sit at for their activities and mealtimes. There is a diverse selection of resources which include colouring, painting, messy play activities, vehicles, small world resources, games, jigsaws and books. Resources are plentiful and in excellent condition. The outdoor area, including the cabin and various equipment extends children's play experiences further through messy play, construction play and a home area for cooking. The child minder is knowledgeable about managing risks and supporting the children to make their own choices.



The child minder is highly qualified, very experienced and has an exceptional vision that she communicates effectively. She creates a very positive ethos where all children feel valued and important. The child minder clearly prides herself on running a high-quality provision for the children and their families. She is extremely well organised and maintains relevant records to an excellent standard. The child minder has a comprehensive statement of purpose in place which provides parents with accurate and thorough information relating to the care of their child. She has a range of informative policies and procedures which she regularly reviews and implements effectively within the setting. The child minder ensures she achieves extremely high standards and provides valuable learning and development opportunities for the children. She places great importance on ensuring she runs an inclusive service. The child minder is registered with the Information Commissioners Office and her public liability insurance and car documents are valid.

The child minder recognises the importance of self-evaluation and has excellent systems in place to inform her quality-of-care report. She is extremely approachable and welcomes any ideas or suggestions to improve her practice, actively seeking feedback from parents, carers and children. The child minder's quality of care report is excellent. It is well-written and highlights her strengths, as well as identifying areas where she would like to develop her practice.

The child minder manages her business effectively. She has a strong culture of continuous professional development and ensures her mandatory training is completed. The child minder recognises the positive impact of current childcare practices on the health and wellbeing of the children in her care. She obtains the necessary checks, ensuring all household members have current 'Disclosure and Barring Service' (DBS) certificates. The child minder fully understands her responsibility to inform Care Inspectorate Wales (CIW) of any changes to household members.

The child minder promotes very positive partnerships with parents and carers and is committed to working together to promote children's well-being. She ensures communication systems are inclusive and keeps them up to date frequently through the use of an app. The child minder provides creative records to record children's time in her care, reflecting their growth and development on their learning journey with her. Parents are very positive about the care their children receive and speak very highly of the child minder, recognising her commitment to promoting positive outcomes for children.

## 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.

**CIW has no areas for improvement identified following this inspection.**

**CIW has not issued any Priority action notices following this inspection.**

# 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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