



Inspection Report

Sandy Swambo

Penarth



Date Inspection Completed

24/03/2022

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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 | 11 December 2019 |
| Is this a Flying Start service? | No |
| Does this service provide the Welsh Language active offer? | No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. |

Summary

Children are happy and comfortable in their surroundings and form warm relationships with the child minder. The child minder is child centred with a strong emphasis upon children's participation and consultation. Children develop well as they find the play and learning opportunities fun and engaging.

The child minder is responsive and attentive to the children. She knows the children well and meets their needs appropriately. She is experienced and ensures Disclosure and Barring Service checks are up to date. She has a good understanding of safeguarding procedures and is able to support children's well-being. She has not renewed food hygiene training during the pandemic, but has a current paediatric first aid certificate and has booked onto a safeguarding training.

The child minder maintains the home to a good standard and keeps the environment safe, secure and clean. She sets the environment up so that it can promote children's play, learning and independence well. She stores a large amount of resources in a well-organised store cupboard, so that she can rotate them to maintain children's interest. As the child minder lives in a first floor flat there is not easy access to an outside play area, however she ensures children access community resources regularly.

The child minder builds very good relationships with parents and provides comprehensive documentation so that they have a clear understanding about the service. However, she does not meet the requirements of the regulations and national minimum standards, as she has not implemented some health and safety procedures consistently. The child minder did not follow her procedures to ensure that all identified risks to children are as far as possible eliminated. This could have an impact on children's health and well-being and place them at risk and we have therefore issued a priority action notice. The child minder has taken immediate action to address these issues. Since the inspection, she has practiced fire drills with children and has amended her procedures in relation to the supervision of children whilst they are in the minibus and sent us the recorded procedures.

Well-being

Children have a strong voice at the service and their communication is valued and respected. They direct their own play, in line with their ideas or interests. For example, children chose to play with the toy kitchen and practice cutting up toy food. Children over eight years are able to make a complaint, because the child minder has provided them with a simplified complaints procedure. Older children complete child friendly questionnaires and their feedback is considered by the child minder and helps in development of the service. Older children record their likes and dislikes about activities on evaluation forms.

Children are happy, settled and relaxed. Children are familiar and comfortable in their surroundings and routines. Settling in procedures help young children separate from parents easily and become reassured in new surroundings. Parents told us that their children had settled quickly into the service and had already formed '*genuine attachments*' to the child minder.

Children play well together showing patience and respect for their friends. They respond well to the child minder and follow simple instructions. They develop their social skills and friendships well. All children play happily together and older children are caring and include younger children in their play. For example, older children happily played with younger children at the role-play kitchen and children happily sat beside their friends to watch a short cartoon. Children spontaneously say 'please', 'thank you' and show very good manner's after lunch, thanking the child minder and asking if they may leave the table.

Children are happy in their play and enjoy learning. They concentrate well, for example, when climbing the stairs to the flat they hold onto the rail and count the steps with the child minder. They are relaxed and one child spontaneously started singing a favourite song from the film 'Frozen'. They are able to adapt well to any changes in routine, as they are confident the child minder will be able to meet their needs.

Children are learning to be independent. The child minder encourages children to do as much for themselves as possible in line with their stage of development. Children wash and dry their hands, wipe their shoes before entering the flat, hang up their belongings and tidy up after play. One parent told us that their child had adopted the child minders routines and now wipes their shoes upon entering their own home and tidies their shoes away.

Care and Development

The child minder implements most of her procedures to keep children safe and promote their development and well-being. She knows the children well including their individual allergies, dietary requirements and medical needs. She has a clear understanding of child protection procedures and her responsibilities to report concerns. She has systems to record accidents, incidents, pre-existing injuries and the appropriate administration of medication. She encourages outdoor exercise promoting children's physical well-being and promotes healthy lifestyle choices and healthy eating. The child minder has current paediatric first aid training and has the knowledge to deal with minor injuries and incidents. However, she had not undertaken fire drills with children within the required timescales as required within the National Minimum Standards. This was identified at a previous inspection. Whilst the child minder supervises children appropriately within her home, she has not identified appropriate procedures for the continual supervision of children when in the minibus, when it is stationary, and this could pose a risk to children. We have issued a priority action notice in relation to these matters. Since the inspection, the child minder has assured us that she has now adopted safer procedures. She has sent these reviewed procedures to us and has completed and recorded fire drills with children, and has begun to embed these procedures into her working practice.

The child minder has a good understanding of the children's needs and has a positive behaviour policy to support this. She is able to identify and manage children's behaviours at different stages of their development. She is a positive role model for children, speaking kindly and respectfully to them. A parent told us that the child minder is always complimentary about the children when discussing them. She responds to the children calmly and practises appropriate behaviour management strategies; for example, using lots of praise, listening to children and setting clear boundaries. She provides appropriate activities for children's individual abilities and encourages children's curiosity ensuring that they do not become bored or frustrated. One parent told us that their child had become much more curious and adventurous since attending, as the child minder takes them on lots of outings to beaches and parks.

The child minder can identify children's individual needs and plans a good range of appropriate play opportunities to support their learning. Children said they liked throwing pebbles into the sea. These experiences broaden children's knowledge and understanding of the natural world around them. She sets up areas so that children have choice in how they wish to play. She supports children to make decisions and grow in confidence. For example, all children are encouraged to choose their toys. One child chose a car and the child minder encouraged them to identify the colour and number on the car, which the child did successfully, displaying pleasure at their own ability. A parent told us that their child had stopped using a dummy and that their speech had greatly improved in the short time they had attended. At present, there is no established, formal, means of tracking pre-school children's development.

Environment

The child minder provides a welcoming environment for children, which she ensures is safe, secure and can meet children's needs. There is sufficient space allowing children to play in comfort. There is good natural light and the living room and play area is child friendly with favourite toys mostly easily accessed. As the child minder lives in a first floor flat, there is no outdoor play area, but to compensate for this the child minder tries to access community resources, beaches and parks regularly. The child minder completes daily checks, has risk assessments for the home and ensures utility safety checks are up to date. The child minder had considered, but not written, risk assessments for use of the minibus. She has now completed and sent these to us.

The child minder checked our identity upon arriving at the home, and later recorded us as a visitor in her diary. Older children have easy access to the bathroom, which promotes their opportunities for independence and supports the privacy and dignity of younger children during nappy change. The child minder provides individual paper towels to prevent cross contamination when children dry their hands. Children have supervised access to the kitchen, which has a safety gate at its entrance. Children eat at a table during lunch, with younger children safely strapped into a high chair suitable to their needs. There are the required checks for the minibus and appropriate safety seats for children when being transported.

The child minder has a good selection of toys and equipment that are appropriate, fit for purpose and in good condition. There is a wide supply of small toys and learning resources, together with age appropriate books and console games. There is comfortable furniture for relaxation and suitable seating and a table for table - top activities. Recycling is encouraged and we saw items ready for the children to take to the recycling centre. The child minder monitors all of her resources to ensure they are appropriate and promptly replaces old or worn items. She has recently received a grant and bought a new wooden play kitchen, as this is a favourite activity of the children attending.

Leadership and Management

The child minder is an experienced practitioner having run a registered child minding service since 1997. She has a comprehensive statement of purpose, which reflects how the service operates so that parents can make an informed decision as to whether it is suitable for their child. Some record keeping is disorganised as she is in the process of converting her paper records to online records. She has registered her service with the Information Commissioner's Office as she uses technology to record information, and has shared a General Data Protection Regulation policy with parents. Children's contracts and profiles are suitable and the child minder completes these with parents so that she has the information she needs, to cater for the individual needs of children. There is a suitable range of policies to support her service.

The child minder monitors and reviews her service. She submits relevant documents to CIW as required and completes an annual review of her service, producing a report at the end of this process. She has conversations with children and circulates questionnaires to parents and children so she has their written feedback to use to improve her service.

Partnerships with parents are very good. The child minder has well-established and extremely strong relationships with families who use her service. As part of the inspection, we spoke to some parents who currently use the service. The response from parents was extremely positive and highly complimentary about the child minder. They are very happy with the breadth of play opportunities available and the child minder's care of their children. They confirmed that there is good communication at all times and comments from parents stated they feel it is an "Exemplary service", "Highly recommended".

Recommendations to meet with the National Minimum Standards

R.1. Establish a formal means of tracking pre-school children's development.

R.2. Renew food hygiene training.

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 |
|------------|--|--------|
| 25 | The registered person (RP) had not acted in a way that would eliminate all potential risks to the health and safety of the children she cares for. The RP needs to complete detailed risk assessments and implement procedures to ensure the health and safety of children is not compromised and that children are appropriately supervised whilst on the mini bus. | New |
| 38 | Fire drill practices with children had not been completed at suitable intervals or a record kept of these practices. The registered person must ensure all children practice fire drills at suitable intervals and keep written records of these drills to ensure all children are aware of the procedures to follow in the event of a fire. | New |

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 |
| N/A | No non-compliance of this type was identified at this inspection | N/A |

| 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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