



## Inspection Report

**Karen Allen**

**Swansea**



## **Date Inspection Completed**

12/12/2022

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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	29 June 2017
Is this a Flying Start service?	<a href="#">Manual Insert]</a> No
Does this service provide the Welsh Language active offer?	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 have a good voice and communicate confidently with each other and with the child minder. They are happy and have developed strong relationships, enjoying what they do. Children participate in activities as well as choose their play and demonstrate good independence skills.

The child minder understands and implements policies and procedures to promote healthy lifestyles, safety, and personal well-being. She demonstrates warmth and kindness towards children and ensures they feel valued and safe.

The environment has effective measures and policies in place, ensuring the safety and welfare of children. The environment is secure, and very well maintained, both indoors and outdoors. A very good range of resources are provided to motivate all ages and stages of development.

The child minder complies with all relevant regulations and meets National Minimum Standards. Whilst English is the main language at the service, incidental Welsh is used consistently. The child minder has formed close relationships with parents and strong partnerships with local schools through a reliable pick-up service.

Children are confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and their decisions, opinions and interests are valued. For example, during morning play children opened a colouring book and confidently asked the child minder to name colours. The child minder responded by providing a range of suitable crayons and the children happily engaged in a colouring activity.

Children are settled and are clearly comfortable and happy in their environment. They cope well with separation and speak confidently about family members. For example, whilst sharing toy foods, children talked about what foods their family members enjoyed. Another example of how children are settled was when the childminder prepared children for school, supporting them to dress. During this process, children talked about their car journey to school and about their school friends. The childminder reminded the children that she would also be picking them up from school to which children responded excitedly with smiles.

Interactions between children and adults are consistently good. Children cooperate and engage well with the child minder and their peers, being interested and supportive of each other's needs. For example, over lunch, the children interacted with each other and chatted about what they were eating and what they liked. During activities, children engage in their play together and interact happily whilst playing with imaginary foods and soft toys.

Children are engaged and are active in the routine of the day. They express enjoyment in their play and learning and chatter with enthusiasm. For example, children cooperated with interest when they brought a book to the sofa, where the child minder was sitting, to problem solve a Peppa Pig puzzle together. They enjoyed naming colours and characters from a book and when this was complete, they wanted to repeat this again, climbing onto the sofa to sit with the child minder. Children participate with confidence and excitement as they explore the playroom, having the freedom to choose and access all resources. Children clearly have a sense of belonging and have formed very close relationships with their peers and with the child minder.

Children are eager to show or talk about what they have been doing. They have opportunities to experience age-appropriate activities and a range of resources that promote their all-round development. Children follow their own interests confidently and comfortably. During lunch, children enjoy the social event of sitting together at the table. Children have good opportunities to develop their independence skills and we saw children eating lunch independently. They independently use the toilet, where they also wash their hands without support.

## Care and Development

Good

The child minder understands and implements her policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. For example, we saw the child minder's healthy menus being followed. The child minder actively manages risks and children receive consistent responses or reactions, for example, *'be careful that you do not fall off your chair'*. Her risk assessments are comprehensive and cover a range of areas around her home as well as visits to local parks. The child minder told us that she enjoys providing a range of outdoor experiences for children and believes this is important for their well-being. The child minder has a very good understanding of safeguarding procedures and a robust child protection policy in place. During mealtimes, children's lunches are served on plates at the table, ensuring that hygiene practices are followed. The child minder reminds the children to have regular drinks from their own cups or water flasks. We saw children enjoying their lunch of pizza and cucumber followed by strawberries, apple, and jelly. Whilst nappy changing was not observed on the day of our visit due to the ages of children, we found that the child minder did not record nappy changes, but verbally notified parents of all changes.

The child minder's interactions with children are warm and consistent. She offers continuous eye contact and positive body language, providing reassurance and care. The child minder knows the children well and is sensitive to their needs. She demonstrates interest and kindness during conversations and activities. She explains to children what is happening next. For example, *'Okay, now we're going to get ready for school and then we'll come back and play.'* The child minder has a very good level of knowledge and understanding of child development and is a good role model.

The child minder has a very good understanding of children's rights and is committed to providing a range of play and learning activities which are age appropriate. Children's skills and achievements are recorded and dated in individual files. Documentation and photographic evidence demonstrate the wider range of opportunities that are provided to children. We saw a photobook which the child minder has created to evidence the extensive range of activities that she plans and creates using a tuff tray. These include thematic activities as well as play activities based on the farm, beach and snow and ice.

## Environment

Good

The child minder has effective measures and policies in place, ensuring the safety and welfare of children in her care. The environment is safe, secure, and very well maintained. The child minder has established an environment which is welcoming, warm and homely with clear hygiene practices in place. The environment is very well maintained with good heating and ventilation. The child minder has two designated rooms at the rear of her home, which are open plan. The outdoor space at the rear is safe and enclosed and can be accessed immediately from the main indoor playroom area. A downstairs toilet can be accessed easily with a step up for the toilet and washbasin. Pump soap and paper towels ensure that children can practise safe hygiene routines independently. There are safety gates which separate the main playrooms from the kitchen and the rest of the environment with an adult sized table and chairs within the main playroom area. This provides opportunities for cooking and baking activities without the children having to enter the kitchen area. The child minder has good infection control practices in place which minimise any risks to children's health and safety. She shares a copy of these guidelines with parents and carers. Thorough and effective risk assessments are reviewed annually. Children are always supervised, and the child minder understands levels of risks and acts on these accordingly.

The environment is immaculate and decorated to a very high standard. The child minder ensures that the environment which is accessed by the children is excellent and offers a very good indoor play space for children to move freely. The outdoor space at the rear was not used on the day of our visit due to cold and icy conditions. The indoor space includes a range of areas such as a home corner, book corner, dressing up, imaginative play, small world, arts and crafts corner as well as child sized table and chairs and a sofa for relaxing and story times. In addition, the child minder has an extensive range of age-appropriate resources and high-quality equipment, all easily accessible to children. These are stored safely in units, enabling space for children to move around. Resources offer opportunities to stimulate children's curiosity and interests. Outdoors, the garden offers further opportunities for play experiences with a water funnel and pipe wall display, homemade frog chalk board, playhouse, trikes and an open space to explore freely.

The child minder has worked hard to adapt and transform the indoor playroom space providing facilities which are of a very high standard. Suitable car and booster seats are used in the child minder's vehicle for the purpose of school runs and other outings.

## Leadership and Management

**Good**

The child minder has a clear vision for the service. She provides and maintains an up-to date statement of purpose which accurately reflects the service. Policies and procedures meet the National Minimum Standards. These are reviewed annually, and any changes are shared with parents and carers. The child minder complies with regulations and consistently ensures that requirements are met, documenting these in a confidential way in one box file. The child minder is knowledgeable about her responsibilities and told us that she takes pride in ensuring that her system of storing documents securely is organised and up to date. The child minder's records in relation to service certificates, insurance documents, risk assessments and children's files are all correct and up to date.

The child minder carries out a quality of care review each year and considers the views of parents and children. She consistently reflects on and evaluates her service and actively plans for improvement.

The child minder has completed training courses and told us that the online opportunities have been very worthwhile. She is appreciative of agencies and services who have been very supportive during the pandemic, with contacts and access to grants to support her in providing safe and continuous care. The child minder has completed paediatric first aid and safeguarding training and awaiting availability to renew food hygiene. The child minder is eager to continue building on her safeguarding practice and awaiting availability to complete higher level training. She consistently makes efforts to include incidental Welsh in conversations with children and we heard Welsh being included as part of praise and when naming colours.

The child minder has formed close and long-term relationships with families and has established strong partnerships with local schools, through offering a reliable pick-up service.



## **Recommendations to meet with the National Minimum Standards**

R1. Develop and implement a nappy changing record.

R2. Renew food hygiene training.

### 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. 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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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.

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