



Inspection Report

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Swansea



Date Inspection Completed

22/01/2024

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About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	11 September 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>	Adequate

For further information on ratings, please see the end of this report

Summary

Children feel safe and happy at the setting. They feel comfortable, relaxed and their choices and preferences are valued. Children's interactions are positive. They enjoy their play and learning activities. Children's independence is developing well.

The child minder keeps children safe and healthy. She ensures children have plenty of outdoor and physical play. Interactions between the child minder and children are very good. The child minder provides a nurturing and caring atmosphere and meets children's needs successfully.

The child minder keeps the environment safe. The premises is welcoming, homely and well organised. The child minder provides a range of resources, which extend children's play and development.

The child minder runs the setting well. She seeks views of parents and children and completes an annual quality of care report for the child-minding setting. The child minder is well-qualified and consistently seeks areas of continuous development and training. Disclosure and barring checks (DBS) for a person who lives at the premises had not been renewed in a timely manner. During the course of the inspection, the childminder has provided evidence to Care Inspectorate Wales (CIW) that this has now been completed. Partnerships with parents are positive.

Well-being

Good

Children have a strong voice and feel comfortable to express themselves. They confidently chat and interact with adults and older children are keen to talk about what they like about the setting. For example, they enjoy spending time with their friends and visiting the playground after school. Children have opportunities to make choices and decisions. Children feel their needs are appreciated. A young child was settled to sleep in comfortable clothing and calm surroundings whilst the child minder sang them to sleep.

Children positively engage and chatter away with the child minder, receiving nurturing and appropriate responses. Children feel safe, happy, and valued. They are very settled, relaxed and feel quite at home. Children display positive emotional bonds with the child minder and are completely at ease with her. They confidently seek reassurance and comfort from the child minder when they become upset. They feel a sense of achievement and pride in what they do. For example, children accomplished challenges whilst in the park and this was celebrated and praised by the child minder. Children feel appreciated and valued. Children feel a sense of belonging and have good bonds with the child minder.

Interactions between children and the child minder are consistently good. Children cooperate well and are actively engaged and interested in their play. Children are treated with respect and the child minder takes their views into account. Older children interact particularly well with each other. They enthusiastically play together following a day in school, enjoying each other's company. Children show good manners and respect towards others.

Children confidently choose activities that interest them. Children enjoy their play, in particular their time at the playground. They excitedly laughed as they played with each other, encouraging the child minder to play with them too. The children's self-esteem is raised as the child minder encourages them to persevere with learning new skills whilst giving continuous praise. They have good opportunities to initiate their own play and to influence their activities. Younger children can access toys that interest them and choose what to play with. The child minder takes into account individual interests and provides resources to enhance their experiences.

Children are well supported and encouraged in developing their independence. The older children are self-sufficient within the setting. For example, independently visiting the bathroom and competently washing their hands. Children are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and raises their self-esteem.

Care and Development

Good

The child minder keeps children safe and healthy. She ensures children have plenty of outdoor and physical play. The nappy changing policy and procedures are adhered to. She uses gloves and sanitises the changing area between each change. The child minder ensures the children can eat at a time that suits them. The child minder encourages children to wash their hands after toileting and are given paper towels to avoid cross-contamination. The child minder is confident about her responsibilities to protect children. She is able to respond correctly to potential safeguarding and child protection scenarios and understands her policies and procedures well. The child minder is aware of potential risks and hazards. However, risk assessments are basic and are not used as working documents. Mandatory training is regularly updated. She has completed timely paediatric first aid, food hygiene and safeguarding training. Medication records and incident and accident records are kept, and information is shared with parents. However, the child minder is aware that the systems that are in place to record information could be more robust and secure.

Interactions between the child minder and the children are very good. There is a positive relationship between her and the children. She manages children's behaviours and individual needs very well. She encourages children to share and to be kind. For example, children help each other during snack time and when walking from school. The child minder praises good behaviour and promotes their self-esteem well. She has a natural ability to communicate effectively with children of all ages. Interactions are consistently positive demonstrating respect, warmth and kindness. This is a real strength of the child minder.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She is aware of the children's individual development. However, she does not maintain written developmental records. The child minder is keen to develop this aspect of her service and is aware of the benefits of recording such information. She knows the children very well and has a good understanding of each child's individual needs and routine. The child minder currently uses simple Welsh phrases with the younger children and is enthusiastic to learn conversational Welsh to further develop children's play and learning.

Environment

Good

The child minder keeps the environment safe. Indoors, doors are securely locked and there are safety gates separating the kitchen and upstairs, which is out of bounds. There is now a visitors record in place. The outdoors was not originally registered as part of the setting, but the child minder plans to risk assess and introduce the back garden in the near future. A fire risk assessment has been completed and fire drills are carried out so the child minder and children are aware of the procedures to follow. Cleaning chemicals and hazardous substances are kept out of children's reach and a first aid kit is kept with the child minder at all times.

The child minder's premises is welcoming, homely and organised. Toilets are accessible downstairs with aids for children to use the facilities, such as potties and a stepping stool. There is a playroom dedicated for the children's needs and there are suitable and accessible resources for the ages and stages of children attending the setting. Older children can also use the living room to play games on the television and relax after a day at school.

Indoors, the child minder ensures the children have access to a range of toys and play equipment that suit their individual needs. Toys and resources are stored appropriately, and the layout and design of the environment promotes children's independence. For instance, children can access toys and resources themselves or ask the child minder to pull out what they want. The child minder ensures the play environment is homely and nurturing by providing some interesting activities and play equipment. Older children who attend the setting are provided with additional age-appropriate resources. There are resources such as books, toy food, costumes and dolls that promote an awareness of different cultures and diversity.

Leadership and Management

Adequate

The child minder runs the setting well. There is a detailed statement of purpose which has been updated during the course of inspection, and this meets regulatory requirements and the national minimum standards. There is a record of the children's attendance with dates and times. The child minder has requested various permissions from parents and carers. However, this system is under review as records were not easily available on the day of inspection and the parent responses were not obtained using secure methods. The child minder is registered with the Information Commissioner's Office (ICO) and there is current public liability in place. Policies and procedures are regularly updated. The safeguarding policy and fire and accident procedures were updated during the course of the inspection.

The child minder reviews and reflects upon her service and produces a purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The child minder engages positively with Care Inspectorate Wales (CIW), acting on recommendations in relation to her service.

The child minder is suitably qualified and has a clear vision for her service and she has some understanding of current best practice relevant to the children in her care. She has booked on to relevant curriculum training in order to update her knowledge and understanding so that she can positively impact the children in her care. Disclosure and barring checks (DBS) for a person who lives at the premises had not been renewed in a timely manner. Following our visit, the child minder has provided Care Inspectorate Wales (CIW) with satisfactory evidence that this has now been completed.

The child minder promotes positive partnerships with parents. The child minder relays messages, photographs and information to parents regularly. She shares policies and procedures with parents when they begin their time at the setting and these are all signed and dated. As part of the inspection process, we gained the views of some parents and they confirmed they were very happy with the care given and felt that communication with the child minder was good. Parents informed us that the child minder is flexible and accommodating. The child minder keeps parents up to date regularly through verbal communication during drop off or pick up and via individual or group messages.

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
20	The child minder must ensure that the person who also lives at the premises has a valid Disclosure and Barring Service Certificate.	Achieved

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)
Standard 5 - Records	To further develop systems for record keeping across all aspects of the service.
Standard 6 - Working in partnership with parents	To ensure records are kept containing details about the children's progress and are made accessible to parents.
Standard 24 - Safety	To review risk assessments for activities outside the premises.

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)
To ensure that permission is obtained from parents using secure methods.

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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