



## Inspection Report

**Bettina Silsby**

**Swansea**



**Date Inspection Completed**

20/01/2023

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## About the service

Type of care provided	Child Minder
Registered places	9
Language of the service	English
Previous Care Inspectorate Wales inspection	6 December 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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 children who use, or intend to use the service.

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

## **Summary**

Children have a good voice at this setting. They know their needs, preferences and feelings will be listened to and they can make their own choices and decisions. Children express enjoyment and are comfortable, relaxed and very settled. They have opportunities to follow their own interests and enjoy taking part in the activities on offer.

The child minder works well to ensure children are safe and healthy. She has developed appropriate policies. The child minder promotes good behaviour, encouraging positive interactions and acts as a good role model consistently. She offers children a good range of activities, resources, and experiences.

The environment at the service is safe and secure. It is homely and well decorated. The outdoor area is currently not in use; however, the child minder ensures children have access to the outdoors to promote their learning. The child minder provides age-appropriate equipment and furniture and ensures all resources are well maintained, clean and safe.

The child minder is organised and keeps some of the required records accurately and securely. She works with an assistant who supports her in her role. The child minder has developed good relationships with parents and keeps them well informed.

Children have a strong voice. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. They move freely between different activities. Children feel safe, happy and comfortable in the child minder's care. They are extremely content and settled and show enjoyment; they did not stop smiling and giggling throughout our visit.

Children are settled and happy. They are forming positive bonds of affection with both the child minder and her assistant. The children enjoy their company and seek comfort and reassurance from them when they are upset. Children express themselves well, both verbally and through non-verbal cues. They receive an immediate response to their requests and prompts. For example, when a child asked for help with their jigsaw, the child minder immediately made some suggestions to help them find the right piece. Children enjoy the child minder assistant's involvement in their play and spontaneously approach her for a cuddle, which she consistently reciprocates.

Interactions between the children and the child minder and her assistant are consistently good. The children co-operate well for their age and are actively interested and engaged in the play opportunities available to them. For example, they shared the resources when playing with the blocks together. Children have a sense of belonging and are beginning to form friendships with each other. For example, one child greeted another child when they arrived at the setting and was eager to show their friend what they were doing.

Children show high levels of engagement in their play and learning. They confidently engage in directed and self-directed activities. During our visit, the children chose to play with the jigsaws, the kitchen accessories, the dolls and they also made a picture using different resources. Children play appropriately for their age and stage of development, they listen and play cooperatively, sharing resources, negotiating, taking turns and follow direction from the child minder well. For example, when a child wanted to have a toy that another child had, the child minder said they could have a turn next, and she offered them something else to play with while they were waiting. The child accepted the alternative and waited for their turn.

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 feed themselves at mealtimes and retrieve 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 show what that they had made with the stamps.

The child minder is aware of her responsibilities to keep children safe and healthy. The child minder implements appropriate cleaning and hygiene procedures. She encourages children to wash their hands and she uses PPE when appropriate. The child minder has received a visit from environmental health which commented on her high standards. However, she has not updated her food hygiene in over three years. She maintains basic risk assessments which show that risks have been considered and minimised where possible. The child minder is aware of safeguarding procedures and has updated her training to reflect this. She completes appropriate medication and accident forms, and the child minder maintains the appropriate registers which are accurate and reflect the exact arrival and departure times. She is aware of the procedures to follow if she has any concerns about any child. The child minder ensures that children's privacy and dignity is respected when changing nappies.

The child minder manages interactions positively. Along with her assistant, they act as positive role models, treating children with kindness and care. They praise children for their efforts and accomplishments to promote their confidence and self-esteem, *"That looks great, you did that!"* They encourage the children to say 'Please' and 'Thank you' and they praise them when they use manners independently by saying *"Well done, that was really good!"* The child minder and her assistant manage the children's behaviour well; encouraging the children to wait their turn and to be kind to their friends. Most children are confident to approach them if they are unhappy. Some children seek extra comfort and support, and the child minder and her assistant respond warmly to them. For example, *"That was kind, well done, you are so great!"*

The child minder supports children's learning in a positive way. She is knowledgeable about children's development and leads planned activities for the children, however, these are not recorded. The child minder assesses children's progress frequently and monitors their learning and development through using appropriate records. 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 extends children's learning and ensures that she engages with them appropriately during their play activities. She is clearly aware of their routines and habits and recognises when they are tired or hungry, needing to move onto a new activity or needing comfort. For example, when one child became restless the child minder offered a different activity.

**Environment****Adequate**

The child minder uses basic systems to ensure the environment is safe and secure. 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 identifies some risks to children and eliminates them as far as possible. For example, she removed some smaller resources out of children's reach as they posed a choking hazard. The child minder has ensured her gas safety certificate is up to date.

The child minder ensures the premises are warm, welcoming and child friendly. She maintains the environment adequately with satisfactory heating and ventilation. The main play area is light, clutter free and gives children space and freedom to move around. 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. However, the outdoor area is currently not in use due to the weather but is used frequently when the weather is favourable. The child minder takes the children to the local park to spend time outside regularly. She ensures that children can independently access resources by providing low-level storage, furniture and equipment to support their development and self-directed learning. Any resources which are kept out of reach, the children can request, or the child minder pulls out in order for the children to see what is on offer.

The child minder ensures children have access to an adequate range of resources that are of satisfactory quality and are age appropriate. They are varied to keep children's interests and are sufficient in quantity to give children a choice. For example, there is a range of craft resources, jigsaws, a kitchen with cooking utensils and accessories, cars and other vehicles, books, board games and small world resources. The child minder sits with the children at the table for snacks and meals and to participate in some activities; encouraging them to socialise and engage with one another.

## **Leadership and Management**

**Adequate**

The child minder has an appropriate understanding of her responsibilities as a provider. The policies and procedures contain all the relevant information, and the child minder maintains a record to reflect when she has reviewed and updated them. However, at the time of inspection, the Statement of Purpose was non-compliant as it did not accurately reflect the child-minding service. The child minder immediately updated the information following the inspection to ensure she provides parents with the correct information on the service she offers. She has ensured that the relevant Disclosure and Barring Service (DBS) checks are in place and has valid public liability insurance. The child minder completes fire drills and records them appropriately. During the inspection, we found that the child minder and her assistant did not have the relevant first aid training. However, since the inspection the child minder has promptly enrolled herself and her assistant on a first aid course.

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 the comments she has received are all positive. The child minder considers further training opportunities in her review, to support her in her role. She is committed to improving her service to achieve the best outcomes for children.

The child minder has an assistant who volunteers to support the child minder in her role. The relevant suitability checks are in place; however, the child minder needs to ensure the assistant completes the relevant training when it is due. She has appropriate contracts in place for the children in her care and she provides a reliable service. The child minder maintains the relevant permissions from parents however she did not have a record of the parents' wishes in relation to how and where their child would sleep.

The child minder recognises the importance of working in partnership with parents. For example, she provides parents and carers with the relevant information to make choices about the care of their child. She keeps parents informed about all aspects of her child minding service and provides daily feedback on the children's time with her verbally and through a private social media group. The child minder understands the importance of working in partnership to ensure that children experience all the support required to meet their individual needs.

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



R1. Maintain mandatory training when required.

R2. Update food hygiene training.

R3. Ensure all documents and the relevant policies and procedures reflect the service provided.

R4. Ensure the relevant permissions are in place for children's sleep times.

### 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
38	No Fire drills carried out	Achieved
25	Awareness of possible risks	Achieved
30	No record of children's actual hours of attendance	Achieved
15 (1) (c)	SOP not in line with regulation.	Achieved

<b>Ratings</b>	<b>What the ratings mean</b>
<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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