



## Inspection Report

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**Swansea**



**Date Inspection Completed**

31/03/2023

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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	<a href="#">Manual Insert]</a> First inspection post registration
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.

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

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

## **Summary**

Nearly all children are confident, happy and enjoy their time at the child minder's home. They smile, laugh, and engage with each other, the child minder, and assistants. They have good choices and make effective decisions about what they want to do.

Overall, the child minder and assistants understand and implement policies and procedures to promote safety for children. They have positive relationships with children, offering encouragement and praise.

The environment is secure and maintained to a good standard. Children have access to a range of developmentally appropriate play and learning resources. They regularly visit local areas of interest such as parks, libraries and play centres.

Overall, the child minder manages her setting well. She works with parents to give them information and is committed to on-going improvements. We, CIW (Care Inspectorate Wales) have made four recommendations at the end of this report.

## Well-being

Good

Children are confident communicators. Children express themselves well. For example, non-verbal children ask for more snack, by pointing, with their wishes acted upon. They have good opportunities to make choices and decisions about activities and resources they want to play with. They have freedom to choose if they would like to take part in adult led or child led play.

Nearly all children are settled and cope well with separation from their parents or carers. They have formed positive bonds of attachment with the child minder and her assistants. Children who are unsettled receive support and reassurance, having cuddles and comfort, if needed. Nearly all children have a strong sense of belonging and are familiar with routines. For example, washing hands, nappy changing and mealtimes.

Interactions between children are developing well. Younger children are learning to play alongside one another, some are beginning to share toys and be respectful. Children express enthusiasm and enjoyment. They laugh and engage with one another and adults when interacting in imaginary role play. Children read together with adult support. For example, when engaging with an interactive story before lunch. Older children interact well with adults and are patient with younger children. For example, we saw older children tell a joke to adults, making them laugh.

Children are interested in their play and learning. They follow their own instincts and interests. They independently access the role play kitchen and engage in play opportunities with different resources. We saw them take part in a counting puzzle activity, gross motor play on the climbing frame and block building. Children access opportunities indoors and outdoors that promote their all-round development.

Children are developing their independence skills positively. They access the bathroom to wash their hands and feed themselves at mealtimes. They listen well to adults, following any instructions given such as helping to put toys away and tidy up. Children can choose to engage in activities or select resources independently.

## Care and Development

Good

Overall, the child minder and assistants understand and implement policies and procedures well to promote safety for children. They have attended child protection courses and are aware of their responsibilities to safeguard children, reporting any concerns. They hold current first aid, and nearly all have food hygiene certificates. They promote children's health successfully. Appropriate accident and incident records are completed with parental signatures obtained. A flexible, healthy menu for meals is in place. Dietary and allergy needs are recognised and promoted within the service. Parents have the option of providing a packed lunch if they wish. Nearly all cleaning and hygiene practices are effective. For example, no outside shoes are worn within the playroom or main areas of the house. However, on the day of our visit, the same blanket was used for two sleeping children. The child minder confirmed separate bedding is usually used and washed daily. The child minder, assistant and children regularly wash their hands and use the toilet facilities appropriately. Appropriate nappy changing practices are in place. Although the changing mat had split at the bottom, following the inspection visit a new changing mat was purchased.

The child minder and assistants understand the behaviour management policy and consistently implements positive strategies. For example, they lower to children's levels to interact and engage with them, often sitting on the floor with the children. Overall, adults know children well and seek out information to support them if they are new to the setting. For example, printing out colouring sheets of their favourite cartoon to support them for their next session. Adults have positive relationships with children, offering encouragement and praise. Regularly telling children, "*Well done*", "*Good boy*" and "*Good job*". They interact with warmth and kindness and use distraction techniques effectively, reminding children of consequences. For example, "*careful don't run, you may fall*".

The child minder and assistants are aware of children's individual development. Flexible, basic planning is in place, with some activities prepared in advance. She provides a range of play and learning activities, indoors and out. For example, we saw the assistant sit with children, learning colours within the wings of the butterfly in the book. Adults confirmed children regularly go to local parks, libraries and play areas. They celebrate a range of festivals and promote diversity through some of the resources available. The child minder promotes some basic incidental Welsh throughout the day and confirmed she takes children to local Welsh rhyme time sessions.

## Environment

Good

The child minder has a good range of policies in place and ensures the environment is suitably safe, secure, and well maintained. There are written risk assessments in place, with regular review and updates when practice changes. They cover the buildings and other aspects of the setting, such as the swimming pool and outings. Daily visual checks are completed. Regular fire drills are undertaken and recorded. Cleaning routines are in place and reflect overall good hygiene practices. Current boiler certificates are in place.

The home is light, bright, and spacious. The children access the living playroom through the kitchen. A bathroom is available off this room. There is direct access into the secure gardens and up to the external playroom, which also has separate bathroom facilities. The child minder confirmed the house is used mostly in the mornings and often for relaxation, and rest. Whilst the exterior playroom and garden are used at other times of the day. There is suitable equipment for the ages of the children who access the service. For example, low level table and chairs, booster seats, and highchairs. Equipment is available outside, such as ride on toys and an outside messy play area. There is an undercover gazebo which provides shelter in all weathers. The child minder reflects on what is available at the setting and the wishes of children. For example, purchasing a scooter for older children to access outdoor play opportunities.

The environment meets most of the children's needs and enables them to reach their full potential. Inside, there is a varied range of equipment in both playrooms. The outdoor play space is secure, with a variety of levels. All are secure and gated to allow for direct supervision. The child minder confirmed they use the garden frequently as an extension of the indoor environment. Although, this was not seen on the day of inspection, due to bad weather.

The child minder provides a range of good quality, developmentally appropriate play and learning resources. There are enough resources to ensure children have a wide variety of choice. For example, through construction play, sensory activities, reading books, role-play activities and musical instruments. Children can access toys and resources easily or can request them if stored out of reach.

## Leadership and Management

Good

The child minder runs her service well. Overall, there are appropriately maintained records. The child minder records actual times of attendance and keeps suitable records of when assistants are working, alongside any visitors to the setting. Although there was no record of when the child minder left to do school runs and the children who went with her. Following the inspection, the child minder acknowledged the importance of completing times she is not at the setting and indicated her practice will change. All household members and assistants' disclosure and barring service checks (DBS) are up to date.

Nearly all children have accurate and complete contracts and consent forms. Following the visit, the child minder confirmed children who attend on an ad-hoc basis now have contracts in place. The child minder reviews her policies regularly. Following the inspection, some have been updated in line with changes in legislation. The child minder ensures she provides CIW with an up-to-date statement of purpose, which accurately reflects her setting. She has up to date certificates such as public liability insurance, ICO (Information Commissioners Office) and car documents.

The child minder reviews and evaluates her service suitably. She has a recent quality of care report. Parental comments are included, with an overview of positive feedback. Within the review she recognises achievements, priorities, and areas for improvement. The child minder is committed to on-going improvements and wants to further embed changes made following the inspection.

The child minder promotes and looks to further her professional development, undertakes training in areas that she seeks further information on. Assistants have complete staff files with all regulatory information in place. They undertake informal supervisions and have regular meetings. However, they are not formally recorded. Brief annual appraisals are in place. Following the inspection, supervisions have been undertaken and recorded with both assistants. The child minder has confirmed her practice is going to change in relation to recording supervision of assistants at the setting.

The child minder has developed professional relationships with the local authority and seeks funding to further improve her setting through grants available. She promotes positive partnerships with parents. Keeping parents up to date through a variety of methods, including, verbally and via text. As part of the inspection process, we gained feedback from parents via online questionnaires. Comments were very positive, including *"Sophie is kind, caring, professional and passionate about her job. Her priority is always the child's happiness, and she goes way beyond her duties as a childminder"* and *"Sophie is fantastic, she is patient, kind and caring."*



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

### 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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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 10 - Healthcare	Ensure consistent hygiene practices are in place to prevent the spread of infection
Standard 2 - The Contract	Ensure contracts are in place for any children who attend on an ad-hoc basis
Standard 5 - Records	Ensure records are maintained of when people leave and return to the premises, for example when on school runs
Standard 13 (Child Minder) - Suitable Person	Ensure all staff receive regular recorded one to one supervisions

<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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