



## Inspection Report

**Vivienne Morgan**

**Neath**



**Date Inspection Completed**

17/01/2024

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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	27 July 2017
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.

<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>Adequate</b>

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

### **Summary**

Children thoroughly enjoy their time at the child minder's home. They feel very secure, happy, and settled. They play freely, and confidently communicate their needs. Children can choose toys and activities which interest them from the resources available. They develop close and affectionate relationships with the child minder and each other.

The child minder provides a nurturing and caring environment and keeps children safe and healthy. She manages children's behaviour successfully. She offers children a range of free play opportunities which they access independently or with support. The child minder makes very good use of local groups and facilities to further enhance the experiences she provides.

The child minder ensures the environment is safe, clean, and well maintained. The premises are welcoming, homely, and well organised. The child minder provides a good range of engaging resources, which interest the children and supports their development.

Overall, the child minder manages her setting well. She has a beneficial range of policies and procedures. The child minder develops effective relationships with parents. She is committed to on-going professional development.

Children are very happy and settled with the child minder. They have a strong voice and communicate their needs confidently in ways that are appropriate for their ages or stages of development either verbally or through gestures such as pointing. Children have good opportunities to make choices and decisions about how they spend their time. They have freedom to safely explore their environment and move confidently between the play areas, choosing toys and resources.

Children are safe and valued. Their individual needs are known, and choices respected. For example, they choose when they have had enough to eat or if they want to join in with a group activity. Children smile as they receive praise for showing kindness to another child or being an excellent helper at tidy up time. As a result, they develop close, affectionate bonds with the child minder and a strong sense of belonging.

Children interact and behave very well. We saw older children bring toys to the table they thought younger children would like to play with and an older child comfort a younger child who was upset. Children cooperate well and are familiar with the routines of the day. There is a relaxed atmosphere in the setting and children are treated with respect. Their views are taken into account. For example, the child minder asks them if they are ready for snack.

Children thoroughly enjoy their play. They have extended periods to choose what they want to do and enthusiastically choose activities that interest them. This helps them develop concentration and perseverance as they work out how to make the pop-up toys work or hunt for the farmer that fits in the tractor, showing great delight when they finally find him.

Children have good opportunities to learn and develop through the experiences provided for them. For example, they name animals as they put them in the barn and mimic their noises. They talk about the ostrich's long legs and the giraffe's long neck. They count the stacking cars, name the colours, and talk about on top and underneath. Children also have many opportunities to visit local playgroups, parks, and soft play centres.

Children have opportunities to develop their independence and self-help skills and consequently develop self-esteem. As they get older children manage their own coats and bags and know where to put their lunch box. They manage their own personal care such as washing hands. Some children help to put chairs round the snack table and all children are encouraged to help to tidy up.

## Care and Development

Good

The child minder works effectively to keep children safe and healthy. She understands her responsibility to protect children, has a suitable policy in place and has undertaken safeguarding training in the last three years. However, she was not fully confident as to where she would report concerns or allegations about herself or household members. There are suitable systems and record formats in place to record accidents, incidents, medication administered and any injuries or marks a child may have when they arrive at the setting. However, the child minder was not obtaining written parental consent each time she was asked to administer medication although there is a general consent form in children's registration documents. The child minder changed her practice immediately during the inspection. She puts in place care plans for children with more specific health needs. The child minder follows effective hygiene procedures in relation to food preparation and nappy changing. For example, she cleans tables and ensures children wash their hands before eating. The child minder provides healthy snacks such as toast and fruit, but parents mostly provide meals for their children. She ensures children get plenty of exercise and fresh air.

The child minder develops a nurturing and caring environment. She communicates extremely well with children and creates a calm and relaxed atmosphere. The child minder has a useful behaviour management policy in place which includes house rules that children can understand. She uses a range of positive strategies such as explanation or distraction if needed. The child minder speaks respectfully to children and praises them for good behaviour, being kind and helping. This has a beneficial impact on their behaviour and self-esteem. The child minder is a good role model for children.

The child minder provides many opportunities for children to learn and develop through the experiences she provides. She interacts purposefully with them throughout their time with her, taking opportunities to extend their thinking and vocabulary. As a result, children sustain interest in the activity they have chosen and clearly enjoy their play. The child minder knows the children very well and has a good understanding of each child's individual routines and needs. She works well with parents to provide for these needs. The child minder makes some observations of children and tracks their development. She has recently attended training to further develop her knowledge of this area of her work. She is currently considering the use of an electronic system to support her with this.

**Environment****Good**

The child minder ensures her home is safe and secure. External doors are locked, and the child minder admits children and visitors to the premises. All visitors sign in and out. The child minder has risk assessments to show she has considered a range of potential hazards and consistently completes annual and periodic safety checklists. The premises are clean and well maintained inside and outside and the child minder ensures she carries out relevant building checks such as boiler servicing and smoke alarm tests as necessary. The child minder carries out and records evacuation drills at least twice a year so that children know what to do in an emergency.

The child minders home is warm and welcoming. It provides an effective, homely environment for children to play and learn. Children benefit from a dedicated playroom in the conservatory which is organised and full of resources. Low-level storage gives children independent access to many of them. Adjoined to this is a further room with a large sofa where children can take toys to play or relax on the sofa. Children can move freely between these spaces and, through the kitchen, can easily access a downstairs bathroom. The child minder told us she does use the garden on occasions, but she mainly uses several local parks and soft play centres to ensure children get plenty of fresh air and physical exercise.

The child minder provides an extensive range of developmentally appropriate toys and resources that children find interesting and engaging. Many resources encourage children to experiment and be imaginative. All toys and equipment are clean and well maintained. Some toys and materials promote cultural awareness and diversity.

## Leadership and Management

Adequate

Overall, the child minder runs her setting well. She is very organised and keeps most records to a good standard. She is focused on providing good outcomes for children. The child minder has a useful set of policies to underpin her practice and has a Statement of Purpose in place that provides an accurate picture of the setting. However, one or two documents do not fully reflect up to date guidance or regulations. For example, the complaints policy lacks some required detail. The child minder maintains records of valid car documents and insurance. She records which children are present although she did not record their actual times of arrival and departure or reflect when other household members were present at the property. The child minder rectified this during the inspection visit.

The child minder annually seeks the views of parents about the service she provides via a questionnaire. She collates these into a review of her setting and uses this to highlight areas she would like to improve or develop. However, she does not add her own evaluation of her setting to further inform her decisions on areas for improvement.

The child minder is well qualified and maintains all mandatory training such as paediatric first aid and food hygiene in a timely manner. She also attends numerous training courses to support her on-going professional development. However, she was unaware of recent changes in guidance such as in relation to the National Minimum Standards and Wales Safeguarding Procedures. As a result, she was unaware of changes in the requirements relating to working with an assistant and was not using up to date safeguarding guidance to support her knowledge. Since the inspection, she has confirmed she no longer works with an assistant and has booked further safeguarding training. The child minder ensures she keeps Disclosure and Barring Service (DBS) checks up to date for herself and any relevant household members.

The child minder develops good relationships with parents. She ensures she has relevant information and permissions prior to children starting with her to ensure she can meet their individual needs. The child minder keeps parents up to date with verbal feedback and photographs. We saw very positive comments from parents in their questionnaire responses and many lovely thank you cards and notes. The child minder engages positively with CIW and responds quickly to any recommendations.



### 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 20 - Child protection	The child minder must ensure she is confident in reporting procedures for any concerns she may have or any allegations that may be made against herself or household members.
Standard 7 - Opportunities for play and learning	Further develop observations and recording to help plan the next steps in children's play, learning and development.
Standard 18 - Quality assurance	Review all policies, procedures and paperwork to ensure they reflect up to date practice, guidance and regulations.
Standard 18 - Quality assurance	Develop the annual Quality of Care Review to be more evaluative and to inform development and improvement planning.

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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