



Inspection Report

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Port Talbot



Date Inspection Completed

10/11/2023

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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 | 27 November 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. |

| | |
|--|-------------|
| <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 are happy and relaxed at the child minder's home. They can make choices and decisions about what they want to do and where they want to play. Children are settled and developing friendships well, they show good bonds of affection with the child minder.

The child minder has a good understanding of how to keep children safe and healthy. She effectively promotes their health and well-being. The child minder is experienced and qualified, managing behaviour successfully and planning activities to promote children's development.

The child minder ensures the environment is warm and welcoming for children. She provides a safe and stimulating space for children to explore and develop their curiosity. Children have access to a wide range of resources and equipment and have very good opportunities to play and learn indoors and outdoors.

The child minder is organised and has good systems in place for reflecting and reviewing her service. She is committed to developing positive partnerships with parents who are very happy with the care their children receive.

Well-being

Good

Children are confident to express themselves and have good opportunities to make choices and decisions about what affects them. They enjoy choosing which resources they would like to use and where they want to play. Children feel safe and comfortable in the child minder's care, they move freely around her home and are content and settled. They did not stop smiling and chatting.

Children are forming positive bonds of affection with the child minder; they enjoy her company and consistently invite her to join in their play. For example, a child was playing with empty egg cartons and pom poms and asked the child minder, "*Do you want me to make you some eggs?*" The child minder responded warmly, "*Oh yes please!*" Children know they will receive an immediate response from the child minder which ensures they feel valued and have a good sense of belonging.

Children are enthusiastic and consistently engaged in their play through the activities and experiences available to them. They co-operate extremely well for their age, and interactions between the children and child minder are positive. For example, the children share and take turns well and they enjoy talking about all their friends who come to play with them at the child minder's house.

Children are highly motivated in their play and learning. They confidently participate in directed and self-directed opportunities and enjoy exploring the activities together. For example, children were engrossed in an activity with play dough and natural resources. They were engaged for an extended period and developed their play over time, extending their learning and making the most of the experiences available to them.

Children have a wide range of opportunities to develop their skills and independence in line with their age and stage of development. This enables them to do things for themselves successfully. For example, they feed themselves at mealtimes and confidently retrieve the resources that they want. Children gain a strong sense of achievement from what they do, and they are excited to share their successes. For example, one child was excited to show us the house they had made from play dough, leaves and twigs.

Care and Development

Good

The child minder recognises the importance of her role in keeping children safe and healthy. She ensures her food hygiene training is up to date and stores children's food safely. The child minder is aware of safeguarding procedures and has updated her training to reflect this. She has effective systems in place to ensure she records and reports any concerns promptly and is aware of the procedures to follow if she has any concerns about a child. The child minder maintains the appropriate registers as well as detailed accident and incident records. The child minder is sensitive to children's individual needs and ensures that children's privacy and dignity is respected when they use the toilet.

The child minder consistently manages meaningful interactions. She is a positive role model and relates to the children in a very gentle and nurturing way. The child minder praises children for their efforts and achievements to build their self-esteem, saying "*Wow, look at what you are making there!*" She encourages the children to say '*Please*' and '*Thank you*' and she praises them when they respond by saying "*Well done!*" The child minder manages the children's behaviour effectively, fully explaining her instructions so that children know what is expected of them. Children play cooperatively, they share resources, negotiate and follow directions from the child minder well. They are confident to approach her if they need help or want something. For example, one child told her, "*I need more leaves!*" when they were engaged in a directed craft and sensory activity. The child minder responded warmly to the child and allowed them to take their time and explore what they needed, increasing their confidence and self-esteem.

The child minder is very knowledgeable about children's development and leads a variety of planned activities. She supports children's learning in a positive way. For example, when a child asked, "*How can I make the spikes?*" on their craft, the child minder offered suggestions whilst allowing the child to experiment and decide what they wanted to do. The child minder is committed to supporting children's play by providing various opportunities and activities that interest and motivate the children. She supports them to follow their personal interests by choosing the resources they want to use and how they want to use them, in both the indoor and outdoor environments. She extends children's learning and ensures that she engages with them appropriately during their play activities, knowing when to participate and when to step back and allow the children to engage independently. The child minder clearly knows the children well and offers exciting opportunities for them. The child minder did not use Welsh with the children however she is considering ways to develop this.

Environment

Good

The child minder ensures that her home is a safe and welcoming environment. It is clean, well maintained and stimulating for the children. She maintains an accurate record of visitors to the setting, and she ensures her home is secure and the outdoor garden area is enclosed. The child minder implements regular fire drills and safety checks to eliminate any potential hazards. She completes detailed risk assessments and supervises children well, recognising the importance of understanding the difference between acceptable and unacceptable risks for the age group of children she cares for.

The child minder provides a spacious area for the children to play and explore. Her home is warm and well decorated, and it is filled with natural light. The garden is accessed through the open plan kitchen and living area which enables the children to engage in free flow play independently between the different areas of the home. This allows children the opportunities to have the freedom to explore and play and extend their learning further. The child minder further supports children's independence and promotes socialising by providing developmentally appropriate resources and equipment to support their learning and development. She organises the setting well so that it provides a good range of play opportunities suitable for all the age ranges of the children in her care. Children can easily access the downstairs bathroom, which is clean and well maintained.

The child minder enhances children's learning and development further through providing a wide range of resources, which are stored in low level transparent boxes. This ensures children can access the resources unaided and this therefore promoting their independence skills. The child minder rotates resources depending on children's interests and individual needs. She ensures the environment is suitable through providing interesting activities and play equipment. For example, there is a good range of messy play activities, books, games, construction resources and craft, as well as an extensive selection of appropriate outdoor equipment that is stored in a container where the children have opportunities to regularly play in the community field. The children particularly enjoy playing with the resources in the outdoor environment. They benefit from engaging in creative outdoor play as it develops their curiosity and extends their learning.

Leadership and Management

Good

The child minder is committed to providing a high-quality service and runs her business successfully. She is very organised and responds positively to suggestions on how to improve her service. For example, she has achieved the recommendations from her previous Care Inspectorate Wales (CIW) inspection. The child minder creates a very calm and positive ethos in the setting. She maintains and shares an up-to-date, statement of purpose and she has a comprehensive set of policies, however these are not always signed and dated to reflect when they have been reviewed. She effectively maintains the required records; and has up to date car documents and complies with the relevant data protection regulations.

The child minder effectively reviews and reflects upon her service and produces a good quality of care review. She seeks feedback from parents and children to support her review, which enables her to consider the strengths of her service as well as areas for improvements. She continually looks for areas to improve and develop further. For example, she ensures she adapts the experiences she provides so that they are suitable for all the different ages of the children in her care.

The child minder recognises the importance of training and continuing her own professional development. She completes all mandatory training promptly and has effective systems in place to support this. She has completed further training opportunities to develop professionally. For example, she completed a play work qualification to support her in her role and ensure she can meet the needs of all the children in her care. This has clearly had a positive impact on the children and the experiences she provides for them. The child minder ensures all household members have current Disclosure and Barring Service (DBS) checks; however, she does not always engage with Care Inspectorate Wales (CIW) and other regulators swiftly.

The child minder understands that working in partnership with parents and carers is important and ensures that communication is effective. She has contracts and permissions in place and keeps all the relevant information to meet children's individual needs. The child minder also maintains 'all about me' records that the children have completed themselves. This means the child minder is supporting children's individual needs effectively and promoting positive outcomes. The child minder keeps parents well informed through verbal communication and messaging. Parents and carers are very happy with the setting. They commented, *"Our child is so happy with Jo, she really cares for them."* The child minder responds positively to information and advice given to her to improve children's wellbeing and to identify any needs.

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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

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 21 - Notifications of significant events | Inform Care Inspectorate Wales and other relevant agencies promptly of significant events within the setting. |

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) |
| Develop the use of the Welsh language within the setting. |
| Ensure the relevant documents are regularly reviewed, signed and dated to reflect current practice. |

| 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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