



Inspection Report

Alyson Jones

Gower



Date Inspection Completed

26/03/2024

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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	9 May 2019
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>	Excellent
<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 feel safe, happy and valued and thoroughly enjoy their time at the child minder's home. They play freely and happily communicate their needs, confidently choosing toys and activities that interest them. Children have very positive and affectionate bonds of attachment with the child minder and each other. They have excellent opportunities to develop their independence skills and lead their own play.

The child minder provides a nurturing and caring atmosphere, and she is very attentive to the children. She involves children in a variety of activities, with an emphasis on spending time in the outdoors. The child minder is confident meeting their individual needs and plans activities that will motivate them and enhance their curiosity. She consistently praises and reassures the children which promotes their learning and self-esteem and means their behaviour is exemplary.

The child minder maintains the home to a good standard and ensures the environment is secure, safe and clean. It is welcoming and homely and the child minder has the appropriate risk assessments in place. The child minder provides a range of engaging resources and experiences, which extend children's play and development.

The child minder runs an effective service and has a good range of policies and procedures. She has developed very good relationships with parents by ensuring open and honest communication. The child minder has a good support network with other child minders, and she maintains a purposeful quality of care review which drives improvement at the setting.

Well-being

Excellent

Children are very settled and thoroughly enjoy their time at the child minder's. They have a strong voice and feel comfortable expressing themselves. Children are confident communicators, chatting and interacting constantly with each other and the child minder, as they know she considers their wants, moods, and needs. They have opportunities to make choices and decisions about what may affect them. For example, children are frequently asked about the order of their day and decide they want to go for a play outside and see the horses after their snack.

Children feel safe, happy, and valued. They are very relaxed and feel quite at home at the child minder's, they are familiar and comfortable in their surroundings. Children have a strong sense of belonging as they excitedly show us where they hang their coats and bags. They know the routines well, for instance, getting ready to go out for a walk, staying close to the child minder whilst walking on the path and listening carefully to her instructions.

Interactions between the children and the child minder are consistently good. Children cooperate very well for their age and stage of development, and they actively engage in their play and learning. Children excitedly greet each other and discuss our visit. They clearly enjoy their chosen activities and are forming lovely friendships with one another. They are developing empathy and show care and concern. For example, when the children were outside playing and it was time to go, a child called out to another child to tell them they were all leaving. Children frequently ask each other, "Are you ok?" and respond promptly when they are spoken to.

Children clearly enjoy their play and learning and confidently choose activities that interest them. This means they are engaged for extended periods of time. For example, children spent a considerable amount of time decorating their plant pots and talking to the child minder about planting seeds when they were ready. Children have significant freedom to safely explore their indoor and outdoor environments. They have excellent opportunities to initiate their own play and to influence their activities. Children freely choose toys from the resources available, and they can choose when to relax and have quiet times.

Children are extremely independent in the child minder's home. They can use the bathroom by themselves, and children competently wash their hands. They are able to put on their coats and shoes independently, but with support if they need it. The child minder encourages the children to do as much for themselves as possible in line with their age and stage of development. They tidy up and are learning to problem solve during their play. They have excellent play opportunities to develop their confidence and self-esteem which supports their learning and development.

The child minder keeps children safe and healthy and promotes their development and well-being through a range of useful policies. Her safeguarding training is up to date, which means she has a good understanding of safeguarding procedures and her responsibilities to keep children safe. The child minder knows the children well including their dietary requirements and medical needs and therefore, she promotes children's health successfully. The child minder holds a current first aid certificate and although she does not provide meals, she is aware of the correct methods to store food safely. There are appropriate systems in place to record accidents, incidents and medication administration. The child minder encourages indoor and outdoor exercise, promoting children's physical well-being, healthy lifestyle choices and healthy eating. She regularly practices and records fire drills with the children and maintains effective hygiene practices and follows regular cleaning routines.

The child minder is a positive role model to the children, always speaking kindly and respectfully towards them, encouraging them to share and take turns. She provides a nurturing and caring atmosphere and meets children's needs successfully. The child minder has an appropriate behaviour management policy in place which she implements successfully in the setting. For example, she uses positive reinforcement and consistently praises the children. We heard her encourage and positively respond to them throughout our visit. For example, we heard the child minder tell the children, *"That is just beautiful! Well done! You are so lovely!"* Children are confident because they know the child minder will respond kindly and with respect, she is very gentle and nurturing towards them. This means children feel safe and reassured. The child minder engages successfully with the children whilst promoting their learning and self-esteem. For example, whilst children interact with the animals in the field, she consistently encourages them and praises their attitudes, commending them for remembering to be gentle and showing respect towards all the animals they see, whether they are big or small. The children have great fun with the child minder. They laugh and giggle as they sing, dance and jump in the mud.

The child minder is aware of children's individual development, and she has a good understanding of each child's individual needs and routine. She places great emphasis on being in the outdoors and embarks on exciting adventures with the children in the extensive outdoor space. This is a real strength of the child minder. Children clearly enjoy these experiences as they invited us along to join them to see where they go and what they do. The child minder supports children in their play and uses all opportunities to extend discussions and learning experiences. For example, whilst on an outdoor adventure, they talked extensively about their natural environment, comparing the different creatures as well as discussing how the muddy puddles formed.

Environment

Good

The child minder provides a welcoming 'home from home' environment and she ensures the setting is safe and secure and can meet children's needs. She keeps a record of the

visitors to the premises and maintains her home to a good standard and completes all mandatory checks. The child minder completes daily checks for the home and ensures everything is organised for when the children arrive. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are a range of risk assessments in place which support safety and reflect the risks that have been considered and minimised where possible. There is sufficient space indoors to allow children to play and explore freely and independently.

The child minder's home is welcoming, organised, and homely. Children have ample space to play indoors, and they are confident moving around freely and choosing where they want to play. The child minder ensures the resources and equipment are suitable for the children, with toys stored prominently and at a low level to enable children to be independent and retrieve items for themselves with minimal support. Children have access to the kitchen where they undertake tabletop activities and sit together to eat and drink. They use the downstairs bathroom and toilet facilities which are clean, well-stocked and cater for all ages of children. Although there are improvements currently being made to the garden area, the child minder provides extensive outdoor space through the farmland and large fields.

The child minder ensures children have access to a range of resources and equipment that suit their age and stage of development. She introduces toys which spark exploration and encourages imaginative play in line with their interests and curiosity. They are varied to keep children's interests and sufficient in quantity to provide children with a choice. For example, there is a range of craft resources, games, jigsaws, small world resources, dolls and accessories and pushchairs. A large amount of time is spent outdoors, regardless of the weather. The child minder ensures children have the appropriate clothing to enable them to explore freely and to ensure they feel comfortable during play in the outdoor environment. The outdoor nature of the child minder's service has a positive impact on the children using the service. For example, they have excellent health and well-being as well as extensive learning and development opportunities.

Leadership and Management

Good

The child minder has a good understanding of her role and responsibilities and runs her setting well. She is organised and keeps all the required records to a good standard. The child minder has policies and procedures in place to ensure her service operates smoothly. She has a statement of purpose in place which is detailed and provides parents with an

accurate reflection of the service provided. The child minder is suitably qualified and has a clear vision for the future running of her setting. She is registered with the Information Commissioner's Officer (ICO) as she uses technology to record information within her business. The child minder maintains a clear register for the children which accurately reflects their arrival and departure times.

The child minder has a system for monitoring and reviewing her service and seeks feedback from parents and carers as well as the children to assess how happy they are with her service. She produces a purposeful quality of care report which looks at what works well and clearly targets areas for improvement. The child minder submits the Self-Assessment of Service (SASS) as required and engages positively with Care Inspectorate Wales (CIW), consistently and swiftly acting on recommendations in relation to her service.

The child minder ensures she has the appropriate Disclosure and Barring Service (DBS) checks in place for herself and all household members and has good systems in place to update these in a timely manner. She is qualified and has completed all the mandatory training and is committed to developing her own professional development. She ensures she meets the appropriate ratios and prides herself on providing a reliable service.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal handovers and private messaging. Parents are very positive about the level of handover information they receive and state that communication is very good. They told us they are very happy with the child minder's service and the care their children receive. They are especially thankful for the individual attention their children receive from the child minder as well as the outdoor opportunities they have daily. The child minder builds good relationships and support networks with other child minding colleagues in the local area. She is committed to promoting positive outcomes for all the children in her care.

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
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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)
	No NMS Recommendations were identified at this inspection

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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