



## Inspection Report

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**Swansea**



**Date Inspection Completed**

31/01/2024

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	2 May 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 have a good voice at the child minder's, they know their needs, preferences and feelings will be listened to. They are very content and settled, children interact well, co-operate and play extremely happily together. Children have good opportunities to develop their independence skills.

The child minder has a good understanding of how to keep children safe and healthy. She promotes good behaviour and encourages positive interactions, acting as a good role model to the children. The child minder offers children a good range of activities, resources, and experiences that allow them to follow their own interests.

The environment is warm, safe and secure. It is homely and well decorated. Children have access to a range of good quality toys, resources and equipment that are appropriate and suitable for their needs. The child minder ensures children have access to the outdoors to promote their learning and support their development.

The child minder is organised and manages her setting well. She has the required policies and procedures in place and maintains accurate records. The child minder successfully maintains the relevant paperwork for the children in her care. She has developed good relationships with parents and carers and keeps them well informed. They speak very highly of her.

Children have a good voice at the child minder's and confidently make their own decisions about what they want to do and where they want to play. For example, some children choose to read a book whilst other children play with the blocks. They happily lead their own play, in line with their ideas or interests. Children feel safe and comfortable in the child minder's care as she explained our visit to them. They are very content and show enjoyment throughout their time at the setting.

Children are settled and relaxed. They are familiar in their surroundings and with the routines and they are forming good bonds of affection with the child minder. They enjoy her company and seek comfort and reassurance from her when they are upset. Children express themselves well, both verbally and through non-verbal cues and receive an immediate response to their requests and prompts. For example, when a child spontaneously approached the child minder for a cuddle, she reciprocated immediately saying, *"Oh I love your cuddles!"*

Children have a strong sense of belonging and are beginning to form friendships with each other. For example, the children shared stories together when they were reading books. Interactions between the children and the child minder are consistently good. The children co-operate well for their age and are actively interested and engaged in the experiences available to them. They are confident to approach the child minder if they are unhappy and seek extra comfort and support when they are nervous or feeling shy.

Children confidently engage in activities and thoroughly enjoy their play and learning experiences. They play for appropriate periods of time in line with their age and stage of development. Children participate in directed and self-directed activities that develop their confidence and supports them to develop new skills. For example, during our visit, some children chose to complete jigsaws and puzzles with the child minder whilst other children built a tower independently with the blocks.

Children have good opportunities to develop their independence skills. For example, they feed themselves at mealtimes, help to tidy up, and retrieve resources independently. Some children gain a sense of achievement from what they do and are eager to share their successes with the child minder, for example one child was excited to show her they had finished all their food by themselves.

## Care and Development

Good

The child minder consistently implements her policies and procedures to keep children safe and promote their development and well-being. She knows the children well including their individual allergies, dietary requirements and medical needs. The child minder is aware of her safeguarding responsibilities and is confident in the process she would need to follow should she have any concerns. She has effective systems in place that support the recording of accidents, incidents and pre-existing injuries. The child minder is aware of the importance in supporting children's health and well-being and promotes healthy lifestyle choices and eating. She maintains good risk assessments which considers the risks as well as ways to minimise or eliminate them where possible. The child minder has recently updated her safeguarding and food hygiene training to ensure her knowledge is current and relevant. The child minder completes the appropriate registers and maintains accurate records to reflect the processes she has in place.

The child minder is a positive role model for the children in her care, speaking kindly and respectfully to them at all times. She follows her behaviour management policy and implements positive behaviour management strategies consistently. For example, she frequently offers praise and reassurance to the children, which nurtures them and builds their self-esteem, *"You did it! Well done! High five!"* Children enjoy the child minder's involvement in their play and frequently invite her to join in with them. For example, a child showed her a book they had chosen to read and called her and pointed to the pictures. The child minder acknowledged the child wanted to talk about the story and responded immediately, sitting with them and reading the story. 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.

The child minder supports children's learning in a positive way. She is knowledgeable about children's development and is confident to identify children's individual needs and plan a good range of play opportunities to support their learning. The child minder assesses children's progress frequently and monitors their learning and development. She supports children to make their own decisions and grow in confidence by providing a self-directed learning environment. This gives children the opportunity to follow their interests through choosing the resources they want to use and play with. The child minder regularly takes children on local days out, providing wider community experiences and therefore extending their play and learning.

**Environment****Good**

The child minder ensures her home is safe and secure, she provides a warm and welcoming environment for children to explore and play. She has good systems in place to ensure the setting is safe and secure. For example, all entrances and exits are locked whilst the children are present. The child minder maintains her home to a high standard and completes all mandatory safety checks, including her gas safety certificate. The main play area at the back of the house is light, clutter free and gives children space and freedom to move around. Children spend most time in the dining room/kitchen for table-top activities and social mealtimes whilst they play and explore the resources and activities in the adjoining, open plan conservatory. The child minder completes daily checks and has done risk assessments for all areas. Children have easy access to a downstairs bathroom and to the outside play area, which promotes their opportunities for independence. The toilet facilities are clean and hygienic and meet the needs of the children. The child minder maintains the appropriate insurance for her vehicle and uses suitable car safety seats when transporting children.

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 and allows children plenty of space to run around and explore. 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 and equipment to support their development and self-directed learning. She frequently rotates the resources on offer to ensure they meet children's individual needs and interests.

The child minder ensures children have access to a very good selection of resources that are fit for purpose, in good condition and are age appropriate. They are varied to keep children's interests and are sufficient in quantity to give children a choice. There is a good supply of small toys and learning resources, together with age-appropriate books, and multi-cultural resources. The child minder monitors all her resources regularly to ensure they are appropriate and promptly replaces old or worn items.

## Leadership and Management

Good

The child minder has a clear understanding of her responsibilities as a provider. She has policies and procedures in place to ensure her service operates smoothly, however these have not been signed and dated to reflect their last review. The statement of purpose is clear and reflects how the service operates so that parents can make an informed decision as to whether it is suitable for their child. The child minder 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.

The child minder has a good system in place for monitoring and reviewing her child minding business. She consults with parents and children to assess how happy they are with her service, and she uses this information to inform her quality of care report. The child minder submits her Self-Assessment of Service Statement (SASS) as required. She meaningfully consults with parents and children and uses their feedback to develop her service. The child minder is committed to improving her service to achieve the best outcomes for children.

The child minder is appropriately qualified and completes most mandatory training, however her first aid training has recently expired. The child minder has ensured she is registered on to another course to renew her training in March 2024. She keeps her knowledge up to date by completing relevant training courses online. The child minder successfully maintains the appropriate records for the children in her care. She regularly reviews the children's contracts and permissions to ensure she is meeting their individual needs.

The child minder recognises the importance of working in partnership with parents. She establishes good relationships with parents and carers to support the learning and development of their children. She keeps parents and carers fully informed about all aspects of her child minding service and provides daily feedback on the children's time with her; verbally and through messaging. Parents are very happy with the care their children receive and cannot praise the child minder enough.



### 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 13 (Child Minder) - Suitable Person	Ensure training courses are renewed promptly.
Standard 5 - Records	Review and update policies and procedures regularly and ensure they are signed and dated.

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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