



## Inspection Report

**Lisa Grinter**

**Swansea**



**Date Inspection Completed**

21/04/2023

## 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> 11 September 2017
Is this a Flying Start service?	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.

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<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**

Children direct their own play and learning and are confident communicators to voice their needs and opinions. They are settled in the care of the child minder and relaxed in her home. Children have formed close friendships and interact positively with one another. They are developing good all-round skills, in line with their age and stage for development.

The child minder implements particularly good policies and procedures to promote children's health and safety. She has completed many training courses, including first aid and achieved a level 5 in Child Care Learning and Development and implements what she has learned effectively in her practice. Hygiene practices and routines are thorough. She provides an interesting and stimulating environment through well-planned and resourced activities.

The child minder's home is very well maintained. Safety aspects are appropriately considered, to provide a safe and suitable space for operating a child-minding service. It is resourced with a good variety of equipment and furniture, to meet the needs and interests of all children.

The child minder is knowledgeable about her regulatory responsibilities and keeps up to date with best practice. She annually reviews her service to identify areas for improvement, when necessary. The child minder is motivated and committed to continuous professional development and undertakes extensive training. She has very good partnerships with parents and has developed useful contacts with the local authority and other professional bodies to support her.

Children express themselves confidently because they know their ideas, wishes and choices are listened to. Good questioning throughout the day encourages them to make informed decisions about their care. They select toys they want to play with from the many items within easy reach. They readily approach the child minder to ask for support and alternative toys. For example, one child reached out and wanted to sit on the childminder's lap when they were tired. The childminder placed the child on her lap and cuddled them.

Children feel safe and are happy and relaxed in the child minder's care. Children move around the various play areas with confidence, moving toys and resources to where they want to play. They respond very positively to praise, developing elevated levels of self-esteem. For example, a child smiled broadly as they were praised spontaneously for sitting well in the highchair at the table ready for lunch.

Children take the lead in their play and actively follow their interests. They can access a very wide range of age developmentally appropriate activities that are readily available for them at their level. Most children spend time playing in the designated playroom. The children enjoyed experimental painting with an array of colours they could choose from. Some placed paint on their hands and printed them onto the paper. Others enjoyed the role play kitchen and shop. They readily engage in well planned themes and activities based on children's interests which motivates and engages them in positive learning experiences, and which are developmentally appropriate.

Children thrive and make good progress in their learning and development. They have very good opportunities to develop their independence. Children from an early age learn skills to be able to manage tasks for themselves including washing hands and eating their food and snacks independently. They enjoy their play immensely, as they are interested in the fun and challenging activities provided. Children also enjoy the many free play opportunities available such as painting, role play and the various resources at their disposal to make ramps for their toy cars.

## Care and Development

Good

The child minder is very experienced. She undertakes training frequently to effectively support her role. The child minder has very good policies and sufficient care practice measures in place to effectively safeguard and promote the welfare of all children in her care. She keeps these under review. She is therefore confident in her knowledge of child protection issues and the procedures to follow with any child welfare concern. The child minder currently holds an up to date paediatric first aid qualification that is relevant for the age range that she cares for. The childminder has attended many training courses to cover all aspects of care practices and business matters, including changes to the Curriculum in Wales. The child minder promotes healthy lifestyles, providing children with fresh drinking water and healthy snacks. She sits with them when they eat, encouraging them to eat the healthier options. The child minder plans many activities outdoors to ensure children are physically active daily.

The child minder adopts a calm, positive approach to managing children's behaviour and is enthusiastic and kind in her interactions. She uses her experience and training to manage interactions using positive reinforcement strategies to manage behaviour. For example, when a child eventually stopped moving in order for the childminder to change the child's nappy, she praised them saying *"That was great, well done you!"*

The child minder promotes children's play and learning very well. There is a robust system in place to gather information about the children's needs before they start, and to monitor their development, whilst at the service. The child minder has a very thorough method of planning activities and ensures resources to support themes and activities are plentiful and interesting. She regularly takes photographs during activities and shares these with the parents and carers which show children enjoying an exceptionally broad range of activities covering all areas of learning. She uses resources effectively to encourage children to think about what might happen next, why, and when. The child minder is not a Welsh speaker but strives to promote basic Welsh at the setting.

**Environment****Good**

The child minder ensures the premises are safe and secure. She implements good policies, procedures, and risk assessments to maintain a very safe and hygienic environment. These include cleaning schedules and hygienic procedures, in response to the Covid-19 pandemic. The gas safety check is in the process of being updated and the child minder practises their emergency evacuation procedures regularly. She told us that she has considered how to evacuate children from all areas, and this is reinforced during practice evacuations.

The child minder offers a child-centred environment that is friendly and inviting. Resources in the playroom and lounge are easily accessible to children. However, the rear outdoor area is currently out of bounds as it is being refurbished at present. The childminder makes good use of local parks in the area to provide regular outdoor and physical activities. There is a downstairs toilet which children can access located off the main hallway. There are areas to rest and relax with appropriate eating facilities, and furniture to provide a suitable environment for the children.

The child minder provides an environment that supports children to reach their full potential. She has a wealth of high-quality toys and resources that provide very good play opportunities and challenges for children. The resources promote their learning, and engage their interests very well, such as role-play, reading and fine motor skill activities. The childminder ensures that toys and resources in the play area are very interesting and are changed regularly to enhance the children's learning and development.

## Leadership and Management

Good

The child minder is committed to providing a very good quality service for both children and parents. She is enthusiastic about supporting children to thrive and reach their full potential. The Statement of purpose contains accurate and useful information for parents about the service provided. She manages her service well and reviews policies and procedures regularly. All necessary paperwork is in place and is well organised. For example, the child minder maintains accident and attendance records well. Some improvements were made to policies such as the Safeguarding policy and procedure during this inspection.

The child minder has a good system in place to review her service. She completes an annual quality of care review on all aspects of her service. This reflects on feedback from parents, outlines her strengths and any areas to develop across all themes. She is reflective and continually looks at ways she can improve and build on her already good quality service. This includes seeking out information and training regarding updates to relevant legislation, in order to make necessary changes to further improve the service and experiences of children. For example, the Wales Safeguarding Procedures legislation and the New Curriculum for Wales.

The child minder has close partnerships with parents, who speak very highly of her service and the care she provides for their children. She has comprehensive information from parents about their child's individual needs prior to care commencing. The child minder keeps parents well informed about their child's experiences and development through various methods of communication such as daily diaries for younger children as well as verbal information and WhatsApp updates and photographs for all children. Regular conversations, photographs and written observations help parents understand how well their child is progressing.

The child minder has a good relationship with the local authority childcare team, who provide support, information, and training. She is an active member of the local childminding group. The childminder also has good links with the community such as local schools and other community based resources such as the local library and playgroups.

### 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)
	No NMS Recommendations were identified at this inspection

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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