



Inspection Report

Leanne Elliott

Swansea



Date Inspection Completed

19/01/2024

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About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	17 January 2018
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 feel very secure, happy, and comfortable at this setting. They play freely, are contented, and confidently communicate their needs. Children choose toys and activities which interest them from the selection available. They have positive and affectionate bonds of attachment with the child minder. They have opportunities to develop their independence and are supported and encouraged to do so.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She offers a range of free play opportunities and some planned activities for children to access independently or with support. The child minder manages children's behaviours successfully.

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises is welcoming, homely and well organised. The child minder provides a range of engaging resources, which extend children's play and development.

The setting is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. The child minder conducts a purposeful quality-of-care review which drives improvement at the setting. She has a strong culture of continuous professional development and looks for ways to improve her practice.

Well-being

Good

Children are happy, comfortable and thoroughly enjoy their time at this setting. Children have a strong voice and feel comfortable to express themselves. Children are keen to engage us in their play experiences, showing us pictures they have coloured in and enjoying the resulting praise. Children have opportunities to make choices and decisions. They are asked, for example if they are ready to have some toast for their morning snack.

Children positively engage and chatter away to the child minder, receiving nurturing and appropriate responses. Children feel safe, happy, and valued. They are very settled, relaxed and feel quite at home. Children display positive emotional bonds with the child minder and are completely at ease with her. They confidently seek reassurance and comfort. Children know the routines well, helping to tidy up when it is time to put toys and activities away. Children are active and express enjoyment in their play. They laugh and smile as they run and jump into the child minder's arms.

Interactions between children and the child minder are consistently good. Children cooperate well and are actively engaged and interested in their play and the routines of the day. Children are treated with respect as their views are taken into account. For example, one child requested to change into their own clothing following a morning in school and this request was quickly responded to. Interactions between the children are positive and they enjoy playing together. They are learning to share and take turns and are supported in this process.

Children confidently choose activities that interest them. They were enthusiastic and displayed curiosity when playing with a multi-sensory activity, exploring different textures and tastes with glee. They sustained focus and interest for a period of time appropriate to their age and stage of development. Children have freedom to safely explore their indoor environment. They have good opportunities to initiate their own play and to influence their activities. They freely choose toys from the resources available and are supported and encouraged as they move from activity to activity. Children can also choose to relax and have quiet times, climbing onto the child minder's lap for a quiet story and to enjoy their books for instance.

Children are developing their independence well, enabling them to do things for themselves. We saw children putting their coats on and taking charge of their bags and belongings. They get their drinks ready for the short car journey to pick up at school and remind their friend to do this as well. They ably feed themselves at food times and are encouraged and supported to wash their hands.

Care and Development

Good

The child minder has a range of useful policies, which promote children's safety and wellbeing. Her safeguarding training is up to date, and she has procedures in place to safeguard children, appropriately answering child protection scenarios. The child minder promotes children's health successfully. She holds current first aid and food hygiene certificates. The child minder provides children with a balanced range of food although water is not always offered as a healthy alternative to squash. There are organised systems in place to record accidents, incidents and medication administration. Effective hygiene practices are in place, with regular cleaning routines followed. Nappy changing procedures are appropriately followed. Safe working practices were observed when moving children to and from the car.

The child minder has an appropriate behaviour management policy in place which details a positive strategy in relation to behaviour. Within the policy she identifies house rules which are shared with the children, for example, we are kind to each other. She follows the policy and uses the management strategies consistently, praising children for their achievements. We heard her encourage and positively respond to children throughout our visit. The child minder gives children notice that she, for example, is about to serve their snacks ensuring that their play is not unexpectedly interrupted. She models the language associated with good manners and always acts as a good role model. The children benefit from a child minder who is flexible and accommodating to the needs of the parents using the service. The child minder engages successfully with children, whilst promoting their play and learning. Interactions are consistently positive and nurturing, demonstrating respect, warmth and kindness.

The child minder is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. The child minder keeps detailed developmental records and has a good understanding of how these inform her next steps and areas to focus on. She involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, during multi-sensory play, animal names were introduced, and the child minder encouraged the children to have a go at saying the names too. Playing along with the children in this manner resulted in sustained engagement with the activity and the children clearly enjoyed their play. The child minder does not use Welsh to further extend learning.

Environment

Good

The child minder ensures the environment is safe, clean, and very well maintained indoors and outdoors. The child minder keeps a record of the visitors to the premises. The outdoor area is safe and secure, and the front door is locked once the children have arrived. She practises regular fire drills, so children are familiar with this routine. The child minder 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 to support safety. During the course of this inspection the child minder added risk assessments for multi-sensory play and contact with the family pets.

The premises is welcoming, well organised, and homely. Children have ample space to play within the lounge and dining area and benefit from an additional quiet room which is used when the children are tired and want to rest. There is low-level, accessible storage which children can easily access. Although we did not see children play outside during our visit due to poor weather, children can move freely between outdoor and indoors. The outdoor space is safe, well maintained and organised, resources are stored within an accessible shed. Children can easily access a downstairs bathroom which is clean, well maintained and child friendly.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. Toys are frequently rotated, and the child minder is observant of the toys and resources that children engage with ensuring that the selection suits their needs and interests. The child minder makes sure that the children have access to an appropriate range of equipment that suit their age and stage of development. The layout and design of the environment promotes children's independence. For instance, children can access toys and resources themselves or ask the child minder to pull out what they want. The child minder ensures the play environment is homely and nurturing, providing some interesting activities and play equipment.

Leadership and Management

Good

The child minder runs her setting well. She is very organised and keeps all the required records to a good standard. She is registered with a professional association for childcare and early years. A statement of purpose is in place which has been updated during the course of this inspection and now provides an accurate reflection of the service provided. The child minder has a range of accessible and beneficial policies in place. However, these do not have evidence of review dates. She is suitably qualified and has a clear vision for the future running of her setting. The child minder has various permissions in place for children however she did not have permissions in place for emergency medical treatment. This has been swiftly rectified by the child minder with the necessary permissions now in place. She has a strong culture of continuous professional development. For example, she has undertaken training on supporting children with communication needs. Updating her practice in this way and a commitment to continuous development positively benefits the children in her care.

The child minder reviews and reflects upon her setting and produces a purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The report looks at what works well and clearly targets areas for improvement. The child minder engages positively with Care Inspectorate Wales (CIW), consistently and swiftly acting on recommendations in relation to her service.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal handovers, private messaging and daily books. People who use the setting are positive about the level of handover information given and state that communication is very good. The child minder makes good use of local amenities such as attending soft play and meeting with other professional child minders in the area.

Some people who use the service have spoken to us following our visit. Feedback received is very positive. They tell us, *"My child loves her to bits and talks about her all the time!"* The child minder's flexibility in relation to family's needs are highlighted as a strength.

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

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)
Improve written policies to include evidence of review dates.
Promote children's access to healthy drink options.
Further develop the use of Welsh within the setting.

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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Date Published 18/03/2024