



## Inspection Report

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**Swansea**



**Date Inspection Completed**

02/09/2022

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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	<a href="#">Manual Insert</a> 7 February 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.

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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, have fun, and express themselves well. Children choose toys and activities from the selection available. They have very good relationships with each other and the childminder.

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

The childminder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises are homely, spacious, and accessible to all. Suitable risk assessments and safety checks are in place. The childminder provides an adequate range of resources, which provide opportunities to develop learning and physical skills.

The service is generally managed well. The childminder has a beneficial range of policies and procedures in place. Communication with parents is effective. We have made four recommendations at the end of this report.

Children have a strong voice and express themselves well at this setting. Children are confident communicators and have opportunities to make choices and decisions. For example, they play freely and make choices about the toys and activities they play with from the selection available.

They frequently ask questions and initiate conversation to which they receive appropriate responses. For example, one child initiated a conversation about superhero characters and the questions were carefully considered and responded to by the childminder. Children feel safe, happy, and valued. They are very settled and relaxed. They cope well with separation and are quickly comforted when upset after saying goodbye to parents. Children display positive emotional bonds of attachment with the childminder and they know the routines well. For example, at snack time and when washing hands. Children are active and express enthusiasm and enjoyment. They have fun with the childminder. We heard them belly laugh as she blew raspberries on them and watched her drive toys around on a remote-controlled car.

Children interact successfully, co-operating and sharing with each other. Children purposely play together for a sustained amount of time. The children co-operate with each other and the childminder, most of the time, and are actively engaged and interested. The children occasionally fall out. For example, when one child knocked the marble run construction over, but the children were supported in making up and moving on.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, they ride their balance bikes and make up a game. They laugh and chatter to each other as they play. Children are included in decision-making and have opportunities to take part in some planned and free play activities, both indoors and outdoors. One child commented on how much they enjoy the outdoor activities, *"I play on the see-saw, we go up and down. I play football with my friend; we play on our balance bikes and go down the slope."* They freely choose toys from the resources available.

Children are developing their independence well, which enables them to do things for themselves. They confidently access toys and resources from low-level storage and feed themselves at mealtimes. They use the bathroom independently and are becoming confident in washing their own hands. They make decisions about what they would like to eat at mealtimes and access their drinks when thirsty.

## Care and Development

Good

The childminder has purposeful policies, which promote the children's safety and well-being. At the time of our visit, the childminder did not have a nappy changing policy in place. This was swiftly rectified following our visit and the policy is reflective of the good practice in place. Her safeguarding training is up-to-date, and she has procedures in place to safeguard children, appropriately answering child protection scenarios. The childminder promotes children's health successfully. She holds current first aid and food hygiene certificates. There are systems in place to record accident, incident and medication administration. However existing injuries are not currently recorded. Effective hygiene practices are in place, with regular cleaning routines followed. For example, the child minder supports children when washing their hands prior to lunch time and the nappy changing equipment is cleaned after each use.

The child minder has an appropriate behaviour management policy in place. She follows the policy and uses the management strategies consistently, praising children for their good behaviour and encouraging good manners. She is skilled in using varying positive behaviour strategies to good effect. This is a strength of the child minder. Parents who use the service provided us with very positive feedback in relation to behaviour management.

The childminder provides a nurturing and caring atmosphere and gives responsive care. She 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 childminder strives to understand and communicate with the children in her care. 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 the construction of marble run she encouraged the children to add pieces to their model and pointed out that the marbles would glow if it were dark. Although the childminder provides some adult-led activities which extend learning opportunities, the children would benefit from more activities of this kind. The childminder told us about cultural activities linked to St. David's Day and family centred activities linked to Mother's Day and Father's Day.

**Environment****Adequate**

The childminder ensures that the environment is safe, clean, and well maintained indoors and outdoors. She keeps the front entrance door locked and keeps a record of the visitors to the premises. She practises fire drills at appropriate intervals varying the route of escape. The childminder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She completes a daily visual risk assessment for the environment. However, at the time of our visit, did not have a written risk assessment for the outings she undertakes with the children. The childminder has been quick to implement a more robust, recorded system for risk assessment, during the course of this inspection, which now covers daily checks to the environment and mitigates risks associated with any outings.

The child minder's premises are homely, spacious, and well organised. The children benefit from a spacious lounge area and adjoining playroom with plenty of floor space to play and ride their balance bikes. Within the playroom there is accessible storage containing toys and resources. The child minder accompanies children to the first-floor bathroom, which is clean and well maintained, although older children can access this independently. There is a large, secure outdoor play area which is in good order and presents a range of opportunities for children to develop their physical skills. The children choose from a range of resources including a mud kitchen, slides, sand tray and planters.

Inside, the child minder ensures the children have access to an adequate range of toys and play equipment that suit their individual needs. Toys and resources are stored appropriately and the layout and design of the environment promotes children's independence. For instance, children can access things 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

Adequate

The childminder runs her service well. She is organised and keeps all the required records. She has up to date car documents and certificates such as insurance in place. The childminder has an up-to-date satisfactory statement of purpose in place that reflects the service provided and meets the National Minimum Standards. She has beneficial, easy to read, policies in place. However, no detail is provided in relation to the updating and review of the policies.

The childminder has a basic understanding of her responsibility to promote the Welsh language using some incidental Welsh with the children during our visit. Her training is up-to-date, and she has some understanding of current best practice relevant to the children in her care. For example, she attended 'Balanceability' training and accessed free resources, such as bikes and balancing resources, which benefit the children in her care.

The child minder reviews and reflects upon her service and produces a basic quality of care report. However, at the time of our visit there was no quality of care report in place for the previous year. Questionnaires are issued to parents using the service, but no evaluation of what works well at the service and targets for the forthcoming year have been set. Questionnaires received from parents are positive and complimentary.

The child minder promotes positive partnerships with parents. She is flexible and provides support to parents who require additional support and reassurance. She keeps parents up to date regularly through verbal and private messages. Parents told us that the childminder sends reassuring pictures to show that their child has settled at the setting and that she, *"can't do enough for (the child), she goes over and beyond."*



## **Recommendations to meet with the National Minimum Standards**

R1. Ensure there is a balance of free-play and adult-led activities for children to engage with.

R2. Ensure that policies and risk assessments are dated and that review dates are evident.

R3. Produce a quality of care report and ensure it is completed on an annual basis.

R4. Develop a system to record existing injuries.

### 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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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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