



## Inspection Report

**Emma Terry**

**Port Talbot**



## **Date Inspection Completed**

24/02/2023

**Welsh Government © Crown copyright 2023.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	18 July 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.

<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 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.

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

The service is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. Links with the community are good. We have noted five recommendations at the end of the report.

**Well-being****Good**

Children are happy, settled and thoroughly enjoy their time at this setting. Children have a strong voice and feel comfortable to express themselves through verbal and non-verbal communication. Children have opportunities to make choices and decisions. For example, they play freely and make choices about the toys and activities they engage with.

Children feel safe, happy, and valued. They are very settled and clearly have a strong sense of belonging. They know the routine well and are actively involved in deciding the structure of the day. For example, children decide to play outside following their morning activities. They form strong relationships with each other, learning to share favourite toys. They are clearly cared for by a child minder who knows them very well. Children display positive emotional bonds of attachment with the child minder and seek out cuddles and reassurance.

Interactions between children and the child minder are consistently positive. Children cooperate well and are actively engaged and interested in their play and the routines of the day. Children are treated with respect and the child minder takes their views into account.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, children were enthusiastic and displayed curiosity when playing with dough and modelling equipment. They sustained focus and interest for a period of time appropriate to their age and stage of development. They 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. For example, during outside play, children chose a tent from the storage area and the child minder assisted them in putting it up. They can also choose to relax and have quiet times.

Children are developing their independence well, enabling them to do things for themselves. We saw children putting their coats on and beginning to help others with this task. Children confidently pull out toys and resources from low-level storage. They access their own drinks throughout the morning and feed themselves at lunchtime. Some children use the bathroom independently and are becoming competent at washing their own hands.

## Care and Development

Good

The child minder has a range of basic policies, which promote the children's safety and well-being. Her safeguarding training is up to date, and she has procedures in place to safeguard children, appropriately and confidently answering child protection scenario questions. The child minder promotes children's health successfully. She holds current first aid and food hygiene certificates. There are organised systems in place to record accident, incident and medication administration. Effective hygiene practices are in place, with regular cleaning routines followed. For example, the nappy changing equipment is cleaned after each use and the floor is cleaned after mealtime. Nappy changing procedures are appropriately followed. A basic risk assessment is in place for the family pet dog. However, the risk assessment does not refer to a second family dog and is not robust enough when considering its interactions with the children.

The child minder engages successfully with children. Interactions are positive demonstrating warmth and kindness. There is an appropriate behaviour management policy in place. 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. For example, *"That's good. Well done boys!"* She models the language associated with good manners and acts as a good role model at all times. Children eat their lunch whilst sitting on the settee and not at a table therefore missing opportunities to engage with each other and further develop social skills. The children benefit from a thorough settling in period and the child minder is accommodating to the needs of the parents using the service.

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, she introduced interesting equipment when the children were engaged in a creative activity and showed them how to use it. Playing along with the child 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. The child minder supports and provides for children with additional needs, such as children with speech and language difficulties. Parents who use the service told us that in cases such as this she not only supports the child but provides support and reassurance to parents too. This is a particular strength of the child minder.

## Environment

Good

The child minder ensures that the environment is safe, clean, and 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 fire drills at suitable intervals so that children are familiar with this routine. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She completes appropriate risk assessments for the environment but does not provide review dates for this. At the time of inspection, we identified the hearth of the fireplace as a potential tripping hazard, particularly for children who are learning to walk.

The premises is welcoming, well organised, and accessible to all. Children benefit from a dedicated playroom which is homely, warm, and engaging. Within the main playroom, there is low-level, accessible storage containing toys and resources with floor space to play. Older children can move freely between outside and inside activities and can easily access a downstairs bathroom which is clean, well maintained and child friendly. The child minder uses the outdoor play space often, it is extremely well maintained and organised. The childminder provides a wide range of engaging resources outside, which extend children's play and physical development. The resources include ride on toys, a ground level trampoline and age-appropriate equipment for older children, for example a football goal.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The layout and design of the playroom and general environment promotes children's independence. The child minder makes sure that the children have access to a wide range of equipment that suit their age and stage of development. She accesses grants to purchase high quality multisensory toys which benefit the children in her care. For example, the children used a multi-sensory table which lit up as they played. Diversity is encouraged through varied resources.

## Leadership and Management

Good

The child minder runs her service well. She is organised and keeps all the required records. The child minder has up to date car documents and certificates such as public liability insurance. A statement of purpose is in place which provides parents and guardians with an accurate reflection of the service provided. The child minder has a range of basic, easy to read, policies in place. The child minder is suitably qualified and has a clear vision for her service.

The child minder reviews and reflects upon her service 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 to the service. The report confirms that parents and children are happy. The childminder engages positively with Care Inspectorate Wales (CIW) and consistently acts on recommendations in relation to her service.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal and private messages and social media posts to a closed group. People who use the service comment positively on the level of feedback. She is flexible and provides support to parents who require additional advice and reassurance. She regularly discusses the children's development with parents for example and will identify areas to further develop. The child minder makes good use of her local community and environment engaging in interesting and stimulating trips which will benefit the children's development and learning. For example, mountain walks and visiting local beaches.

People who use the service have completed online questionnaires as part of this inspection and have spoken to us following our visit. Feedback received is very positive. They tell us, *"She is a wonderful, nurturing, encouraging and compassionate child minder. I wouldn't want my child to be looked after by anyone else."*



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

R1. To provide children with sociable opportunities to eat their meals at a table.

R2. To strengthen and update the risk assessment related to the family dogs.

R3. Further develop the use of Welsh at the setting.

R4. To minimise the potential hazard presented by the hearth in the playroom.

R5. Ensure that risk assessments are dated and that review dates are evident.

### 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
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
15	Statement of purpose had not been reviewed	Achieved
	no quality of care review	Achieved

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.

**Date Published** 13/04/2023