



Inspection Report

Lindy Lewis

Swansea



Date Inspection Completed

01/03/2023

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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	21 August 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>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 strong voice at this service. They know their needs, preferences and feelings will be listened to and they can make their own choices and decisions. Children express enjoyment and they are comfortable, relaxed and very settled. Children have opportunities to follow their own interests and they enjoy taking part in the activities on offer.

The child minder keeps children safe and healthy sufficiently. She has completed mandatory training and has an appropriate system in place for monitoring children's progress and planning activities. She interacts positively and kindly with children.

The child minder provides a clean and suitable environment. The environment meets children's needs and is comfortable. She provides a range of resources appropriate for different ages and stages of development.

Leadership and management of the setting is appropriate and kept in an organised manner. There are systems in place for managing records, maintaining policies and reviewing the quality of care.

Well-being

Good

Children have a strong voice. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. They move freely between different activities. Children feel safe, happy and comfortable in the child minder's care. They are extremely content and settled and show enjoyment; they did not stop smiling and laughing throughout our visit.

Children are settled and happy. They are forming positive bonds of affection with the child minder. The children 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. They receive an immediate response to their requests and prompts. For example, when a child asked for help with a toy that was not working, the child minder immediately suggested they try changing the batteries.

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 play opportunities available to them. For example, they shared the resources when playing with the dinosaurs together. Children have a sense of belonging and are beginning to form friendships with each other. For example, one child created light in the tent so that another child would not be scared to go inside.

Children show high levels of engagement in their play and learning. They confidently engage in directed and self-directed activities. During our visit, the children chose to play with the kitchen accessories, the dinosaurs, a range of vehicles and inside the tent. Children play appropriately for their age and stage of development, they listen and play cooperatively, sharing resources, negotiating, taking turns and they follow direction from the child minder well. For example, when a child wanted to have a toy that another child had, the child minder said they could have a turn next, and she asked them what they would like to play with whilst waiting for their turn. The child chose another resource and waited for their turn.

Children have opportunities to develop their skills and independence in line with their age and stage of development which enables them to do some things for themselves successfully. For example, they feed themselves at mealtimes and retrieve resources independently. Some children gain a sense of achievement from what they do and are eager to share their successes, for example one child was excited to show they had matched all the colours.

Care and Development

Good

The child minder is aware of her responsibilities to keep children safe and healthy. She implements appropriate cleaning and hygiene procedures and encourages children to wash their hands. The child minder has received a visit from environmental health and trading standards and has ensured her food hygiene training is up to date. She maintains some basic risk assessments which show that risks have been considered and minimised where possible, however these are due to be reviewed and require updating. The child minder is aware of safeguarding procedures and has updated her training to reflect this. She completes appropriate medication and accident forms, and the child minder maintains the appropriate registers which are accurate and reflect the exact arrival and departure times. She is aware of the procedures to follow if she has any concerns about any child. The child minder ensures that children's privacy and dignity is respected when changing nappies.

The child minder manages interactions positively. She acts as a positive role model, treating children with kindness and care. She praises children for their efforts and accomplishments to promote their confidence and self-esteem, *"What a scholar, well done!"* She encourages the children to say *'Please'* and *'Thank you'* and she praises them when they use manners independently by saying *"Well done, that was polite!"* The child minder manages the children's behaviour well; encouraging the children to wait their turn and to be kind to their friends. Children are confident to approach her if they are unhappy. Some children seek extra comfort and support, and the child minder responds warmly to them. For example, *"You are lovely aren't you!"*

The child minder supports children's learning in a positive way. She is knowledgeable about children's development and leads planned activities for the children. The child minder assesses children's progress frequently and monitors their learning and development. The child minder mainly provides a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with. She recognises the importance of wider community experiences and regularly takes children on local days out. The child minder extends children's learning and ensures that she engages with them appropriately during their play activities. She is clearly aware of their routines and habits and recognises when they are tired or hungry, needing to move onto a new activity or needing comfort. For example, when one child became hungry, she suggested having some fruit to snack on.

Environment

Good

The child minder uses appropriate systems to ensure the environment is safe and secure. Safety gates are in place and the child minder ensures that all entrances and exits are locked whilst the children are present. The child minder identifies some risks to children and eliminates them as far as possible. For example, she removed some smaller resources out of children's reach as they posed a choking hazard and she removes fallen toys to prevent children from tripping over. The child minder has ensured her gas safety certificate is up to date.

The child minder ensures the premises are warm, welcoming and child friendly. She maintains the environment sufficiently with satisfactory heating and ventilation. The main play area is light, clutter free and gives children space and freedom to move around. 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 including sand and water play, a tree house, a slide and small frame. The child minder ensures children have access to the outdoors despite the weather and uses a gazebo to provide protection from the various weather elements. She takes the children to the local park to spend time outside regularly. The child minder ensures that children can independently access resources by providing low-level storage, furniture and equipment. This supports their development and self-directed learning. If there are any resources which are kept out of reach, the children can request them, or the child minder pulls them out in order for the children to see what is on offer.

The child minder ensures children have access to a good range of resources that are of good quality and are age appropriate. They are varied to keep children's interests and are sufficient in quantity to give children a choice. For example, there is a range of craft resources, jigsaws, a kitchen with cooking utensils and accessories, cars and other vehicles, books, board games and small world resources. 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.

Leadership and Management

Good

The child minder has a good understanding of her responsibilities as a provider. She is committed to providing a good service and has met all the previous recommendations from her previous inspection. The child minder has a number of policies and procedures which are detailed and contain all the relevant information and she maintains a record to reflect when she has reviewed and updated them. She has a clear Statement of Purpose that accurately reflects her child minding service. She 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. These were not all available to view at inspection, however the child minder promptly forwarded the relevant copies following our visit. The child minder has ensured that she has first aid training and completes other training to support her in her role.

The child minder has written a suitable quality of care report. She seeks the views of parents and carers as well as the children and the comments she has received are all positive. The child minder considers further training opportunities in her review, to support her in her role. She is committed to improving her service to achieve the best outcomes for children.

The child minder has appropriate contracts in place for the children in her care and she provides a reliable service. She maintains the relevant permissions from parents and ensures she regularly reviews the information that she holds to safeguard the children in her setting and provide high quality care.

The child minder recognises the importance of working in partnership with parents. For example, she provides parents and carers with the relevant information to make choices about the care of their child. She keeps parents informed about all aspects of her child minding service and provides daily feedback on the children's time with her verbally and through messages. The child minder understands the importance of working in partnership to ensure that children experience all the support required to meet their individual needs.

Recommendations to meet with the National Minimum Standards

R1. Review and update risk assessments.

R2. Ensure all documents are available to view at inspection.

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
15	Statement of purpose - not compliant.	Achieved
14	Not keeping within ratios at all times.	Achieved
30 (1) (a)	Keeping of records - Regulation 30	Achieved

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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