



Inspection Report

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Pontardawe



Date Inspection Completed

15/03/2023

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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	13 June 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>	Adequate

For further information on ratings, please see the end of this report

Summary

Children enjoy their time at the child minder's setting. They interact well and develop good bonds with the child minder. The children enjoy an array of opportunities. They interact well and show enjoyment in their play activities.

Children are cared for by a child minder who delivers good quality care and support and is committed to ensuring children grow and develop. She ensures children enjoy their play safely and promotes their learning and development. The child minder manages interactions well and she is enthusiastic and caring.

The child minder offers a welcoming, safe and clean environment. There is a large garden, which children can enjoy regularly. There is sufficient space for children to rest, play, learn and develop. The child minder provides a wide range of toys and stimulating resources for the children.

The child minder understands her role and manages her service adequately. She is clear about her responsibilities and offers a service based on the needs of the children. She is committed to ongoing improvements and involves both parents and children in discussions about ways to improve the service she offers.

Children speak or express themselves well as they receive a consistent response and interaction from the child minder. For instance, they receive consistent discussions, questions and chats appropriate to their individual development. Children have good opportunities to make choices and decisions about their play. They choose what they want to play with freely. For example, we saw children naturally get resources and toys from the storage boxes.

Children are happy and settled. They have a good, positive relationship with the child minder, talking confidently and asking her questions. Children confidently move from one room to another. The children are comfortable and make their own choices and decisions. For example, we heard children asking the child minder for their drink and particular fruit during lunch.

Children interact consistently well with the child minder. They co-operate well and are actively interested and engaged. The children were more than happy to share a range of toys and resources with others. For example, a child sat on the floor, baking, and making a cup of tea and offered it to the child minder saying 'drink', which the child minder drank. Children form positive relationships with the child minder, and they know their wants and needs will be met. Children's behaviour is good; they interact confidently. For instance, the children interacted happily with the child minder's partner, waving and saying hello to him and asking about the child minder's daughter.

Children enjoy a reasonable selection of appropriate opportunities indoors and outdoors and can also relax and have quiet times. They enjoy playing during free play, sharing the role-play foods and kitchen equipment with each other. The children concentrated as they played enthusiastically with building blocks in the playhouse. Children thoroughly enjoyed their play and learning opportunities, and they excitedly played with the jigsaws. Children are developing well with support from the child minder. For example, they recognised the colours and names of different fruits and vegetables whilst they played.

Children benefit from a range of activities that keep them occupied and engaged and which stimulates learning. Children are beginning to develop their independence. They smiled when praised for drinking from a cup independently and eating their sandwiches and fruit for lunch.

Care and Development

Good

The child minder understands and implements nearly all her policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. However, she did not always consistently follow best practise for hygiene. For example, she didn't wipe the table before snack. The child minder promotes children's health; she provides a range of healthy meals and snacks. She consistently reminds children about safety. For example, she reminded them about putting their toys away before taking out others and being careful when going downstairs. She has an appropriate understanding of her responsibilities to protect children. She explained confidently what she would do in response to a safeguarding scenario. There are many opportunities for outdoor physical play. The child minder told us that most days she incorporates outdoor play in the garden, dependent on the weather. She offers children opportunities to develop their gross motor skills and for them to be active.

The child minder sets consistent and realistic boundaries. She takes appropriate action with children, dependant on the age and stage of development and their understanding. For instance, she uses positive intervention techniques by distracting the children or offering other toys. Practice is consistent with the behaviour management policy. She is always a good role model and interactions are positive, demonstrating warmth and kindness. For example, she spoke softly and quietly, using positive reinforcement or offering alternatives to the children.

The care was relaxed, and child led. Children enjoy spending time with the child minder, smiling and having fun. The child minder joined in with play ensuring she took opportunities to extend language by asking them to name colours, shapes, and animals. The child minder is knowledgeable about children's development. We saw she followed children's individual routines and preferences. She shares her observations and children's developments with parents, through pictures, messages and giving verbal updates on the children. However, she does not always include the children's next steps in their learning. The child minder knows the children well, is skilled in meeting their needs and ensures the children are busy with experiences they would enjoy.

Environment

Good

The child minder ensures that the environment is safe and secure. Visual risk assessments and daily checks are completed but there was no written evidence of this being undertaken. Risk assessments identified risks and set out mitigating actions. However, they did not include all potential areas of risk and the child minder did not have a fire risk assessment in place. The child minder has safety gates at the bottom of the stairs. The gas safety certificate has been renewed. However, the child minder explained that she did not carry out regular fire drills. Since the inspection visit, all medicines, first aid and cleaning chemicals were stored away safely. The rear garden was securely enclosed.

The child minder ensures that the property both indoors and outdoors are welcoming and child friendly. It is clean and tidy. Children sit at appropriate height seats at mealtimes at the dining table. There is a good deal of space and facilities to meet the children's needs for child-focused play, quiet times, and physical play outdoors. Children have access to the living room, kitchen, dining room, hallway, upstairs bathroom, and the garden playhouse. The layout of the rooms creates independent child-initiated learning opportunities. The child minder ensures that the children have a choice of a wide range of toys and resources, which are organised within the storage areas in the playroom as well as having many more which are moved around regularly for children to explore.

The child minder ensures that children can access good quality and a satisfactory variety of age-appropriate furniture, toys and equipment both indoors and outdoors. There are a wide range of resources to keep the children's interest. Children could choose to play with age-appropriate toys and resources and the child minder explained that she rotates them regularly. Boxes of craft resources, small world toys, dolls, Welsh and English books, games and jigsaws were readily available for the children. Outdoors, the garden was large with a covered area which included a wide range of resources including bikes, ride on cars, scooters and a sand and mud kitchen area.

Leadership and Management

Adequate

The child minder works positively to manage her service. She is aware of how she wants to develop herself and her service. The child minder's paperwork and documentation are very organised and clear. The child minder had a statement of purpose in place, which reflected the service. However, it did not include the new kittens or information for dealing with an emergency. The child minder has the relevant policies which cover a range of areas and are carried out in practise. Currently, the child minder does not record attendance of visitors to the property during child minding hours, but this was due to no visitors attending the service during working hours. The child minder keeps the required paperwork in relation to individual children. She is fully aware of the number and age range of children she could care for and has records such as contracts, registers, permissions, and child information forms. The child minder keeps accident and incident forms and regularly reviews them.

The child minder ensures that all members of the family, over the age of 16 years, hold a valid Disclosure and Barring Service (DBS) certificate. However, her own DBS had lapsed, and she had no evidence that she had checked her partner's DBS on the update service. Since the inspection visit, the child minder has confirmed that she has a new DBS for herself and has made a check on the update service for her partner. The child minder has completed core training such as food hygiene, safeguarding and first aid and is proactive in her own professional development. For example, she has completed training including how best to support children in transitions to school, positive behaviour management training and working with children with learning disabilities. She ensures she meets the required adult: child ratios and has clear arrangements in place for emergencies.

The child minder has good relationships with parents She uses electronic messages to keep parents informed as well as daily verbal feedback. Parents speak positively about the child minder saying the children enjoy going to her service and she communicates well with them. The child minder is reflective and keen for feedback to make changes, which improve the experiences and outcomes for the children. She regularly gathers the views of parents and children about the service she offers and produces a clear quality of care report which reflects on her service and how she wants to improve her service.

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
16 (1)	no quality of care review	Achieved
20 (2) (a)	The child minder's daughter does not have a DBS certificate	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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