



Inspection Report

Elizabeth Lavallin

Swansea



Date Inspection Completed

11/07/2023

About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	1 August 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh Language needs of people / children who use, or intend to use the service.

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<u>Well-being</u>	Excellent
<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 thoroughly enjoy their time at the child minder's home. They feel very secure, happy, and comfortable. They play freely, are extremely contented, and happily communicate their needs. Children confidently choose toys and activities which interest them from the selection available. They have very positive and affectionate bonds of attachment with the child minder and each other.

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. The premises are welcoming, homely and well organised. Suitable risk assessments and safety checks are mostly all in place. The child minder provides a range of engaging resources, which extend children's play and further their 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 thorough quality-of-care review which drives improvement at the setting. She has a strong culture of continuous professional development.

Well-being**Excellent**

Children are very happy, settled and thoroughly enjoy their time at this setting. They have a strong voice and feel comfortable to express themselves. They are confident communicators, chatting and interacting constantly with each other and the child minder. As a result, their wants, moods, and needs are fully considered. They have opportunities to make choices and decisions. For example, they request soft blankets when they want to spend some time relaxing.

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 nurturing 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. For example, she asks children if they are ready for their snack. Children interact very successfully, co-operating and learning to share with each other. We saw one child get a wooden lollipop to play with and return to get one for her friend so they can also join in with the game.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, children were enthusiastic and displayed curiosity when playing with water and bubble making toys. 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 environment. Children have ample 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 frequently went to the storage shed and requested different toys and resources. They can also choose to relax and have quiet times.

Children are well supported and encouraged in developing their independence. They are self-sufficient within the setting. For example, some children independently visit the bathroom and competently wash their hands. Children sit nicely at mealtimes and are competent in their use of cutlery and independently feed themselves. Children are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and raises their self-esteem.

The child minder has a range of thorough and purposeful policies, which promote children's safety and well-being. Safeguarding training is up to date, and procedures are in place to safeguard children. The child minder promotes children's health successfully. She holds a current first aid certificate, however food hygiene training requires updating. There are robust 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 table is cleaned before mealtime. Nappy changing procedures are appropriately followed. There are a range of purposeful written risk assessments in place however the school run has not been included.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She has an effective behaviour management policy in place and uses a range of positive management strategies consistently and competently. Positive behaviour management is a real strength of the child minder. She praises children for their good behaviour and encourages positive interactions. For example, we heard the child minder say, "*Well done*" and "*You are so smart, aren't you?*" We saw the child minder encourage children to share appropriately with each other, calmly reminding children to take turns. The child minder takes time to fully explain to children, in a way they understand, when they ask questions. The child minder engages successfully with children, whilst promoting their learning and self-esteem. For example, whilst engaging in an art activity, we heard her encourage the children and praise their efforts. She models the language associated with good manners and always acts as a good role model.

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 quickly helped children turn a table area into a den and introduced interesting equipment during water play. Extending play in this manner resulted in sustained engagement with the activity and the children clearly enjoyed their play. People who use the setting told us, "*(She) always sets up exciting and imaginative invitations to play for the children at the start of the day, appropriate for their age and preference.*" The child minder did not use Welsh on the day of our visit.

Environment

Good

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. One hazard identified during the course of the inspection, is the television not suitably secured. 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. Children arrive through a secure separate side entrance. The child minder practises regular fire drills, so 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. There are appropriate risk assessments in place for all areas of the house and garden.

The premises is welcoming, well organised, and homely. Children benefit from a dedicated playroom which is organised and full of resources. Within the playroom, there is low-level, accessible storage which children can easily access. Children have ample floor space to play as they move between the playroom and dining room. Access to the living room is restricted by use of a safety gate but this area is used for relaxation and for quiet time when children sleep. Children can move freely between outdoors and indoors 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 outside area is partly covered, and the children access waterproof playsuits and wellies allowing them to play outside in most weathers.

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 well. The child minder makes sure children have access to a range of equipment that suit their age and stage of development. The child minder introduces toys which spark exploration and encourage imaginative play in line with the curiosity approach. Older children who access the provision after school have opportunities to engage with crafting activities and other age-appropriate resources.

Leadership and Management

Good

The child minder runs her service well. She is very organised and keeps all the required records to a good standard. The child minder has up to date car documents and is registered with the Information Commissioners Office (ICO). She is also registered with a professional association for childcare and early years. A statement of purpose is in place, which has been updated promptly following our visit, to provide those who use the setting with an accurate reflection of the service provided. The child minder has a range of beneficial and thorough policies in place. The child minder is suitably qualified and has a clear vision for her service. She has a strong culture of continuous personal development. For example, she considers articles, from professional early years organisations which will enhance her practice. The child minder makes good use of her assistant to support her in fulfilling her duties. She ensures their training is up to date and makes reference to the assistants' duties in her statement of purpose.

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. The report details improvements to the service. For example, the use of an app to keep parents informed of their child's activities throughout the day. 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 and private messaging. People who use the setting were positive about the level of handover information given. Some people who use the setting have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, *"My daughter is always excited to go to the child minder and is always extremely happy when leaving. The level of care is second to none ..."*

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)
Standard 10 - Healthcare	Ensure that food hygiene training is updated.
Standard 22 - Environment	Ensure that television in living room is secured.
Standard 24 - Safety	To complete a risk assessment for carrying out the school run.

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)
Further develop the use of Welsh within the setting.
To familiarise yourself with the changes in the National Minimum Standards regarding the use of an assistant.

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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