



Inspection Report

Linda Williams

Swansea



Date Inspection Completed

09/11/2023

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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	28 November 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 are confident and settled at the child minder's home. They are content to make choices and decisions about what they want to do and where they want to play. They are developing lovely friendships with each other and have close bonds of affection with the child minder.

The child minder has a good understanding of how to keep children safe and healthy. She is experienced and qualified and committed to promoting children's mental and emotional health and well-being. The child minder plans activities to promote children's learning and development and meet their individual needs. She manages interactions positively and manages behaviour effectively.

The child minder provides a wide range of interesting resources and equipment, that encourage children's natural curiosity in a safe and stimulating environment. She consistently promotes outdoor play and ensures children have frequent opportunities to engage in activities within the community.

The child minder organises her business well and has a good understanding of her responsibilities as a provider. She regularly reflects on the service she provides to ensure she is promoting positive outcomes for children. The child minder develops positive partnerships with parents who are very happy with the care their children receive.

Well-being

Good

Children are good communicators and have many opportunities to make choices and decisions about what affects them. Children move confidently between the different activities available to them and enjoy choosing from the various resources. They feel safe, happy and comfortable in the child minder's care. Children are content and settled, they are confident to approach the child minder if they need help or want something. For example, when a child asked, *"Can I do a drawing?"* the child minder immediately responded with genuine care.

Children enjoy the child minder's company and are forming positive bonds of affection with her. They express themselves well and ask her to join in their play, frequently asking the child minder to support them or to take part in a task. For example, a child asked the child minder if they could sit on her lap to read a story, whilst another invited her to build blocks with them. She responded, *"Of course I can!"* much to the delight of the children. Children are valued and have a good sense of belonging; they are proud of their pictures that are displayed around the child minder's home.

Children listen well to the child minder and follow directions from her very well; playing co-operatively with one another. They are beginning to form friendships and engage with each other during play. For example, one child offered different resources to a younger child to find out what they wanted to play with. The child responded to their friend's non-verbal cues until they had what they wanted. The child minder affectionately praised the child, *"You are so kind, thank you, you know their favourite toys, don't you?"*

Children confidently engage in directed and self-directed activities with the child minder, playing for extended periods of time and fully engrossed in their activities. During our visit, the children chose to play with jigsaws, animals, construction resources as well as craft activities and story time. Children play very well for their age and stage of development.

Children have good opportunities to develop their skills and independence in line with their age and stage of development. They are able to do some things for themselves successfully, including feeding themselves at mealtimes, retrieving resources and using the toilet independently. Children feel a sense of pride and are eager to share their achievements with the child minder. For example, when they had finished their craft activity, they exclaimed, *"Look at what I did!"*

Care and Development

Good

The child minder is confident maintaining her responsibilities to keep children safe and healthy. She implements good cleaning and hygiene procedures, ensuring she encourages frequent hand washing. For example, after using the toilet. The child minder has updated

her food hygiene training to ensure she complies with the relevant Food Standards Agency requirements. She maintains good risk assessments which show that risks have been considered and minimised where possible, particularly in relation to children's individual dietary needs. The child minder has a good understanding of safeguarding and is confident in the procedures to follow should she have any concerns about a child. She completes relevant medication and accident forms, and the child minder keeps the appropriate registers which are accurate and reflect the exact arrival and departure times of children. She shares the relevant documents when appropriate.

The child minder manages interactions well and acts as a positive role model, talking with the children in a very gentle and nurturing way. She regularly praises and reassures children for their efforts and accomplishments to promote their confidence and self-esteem, saying *"Well done! You did it! What a great job!"* She encourages the children to say *'Please'* and *'Thank you'* and she praises them when they use their manners independently. The child minder manages the children's behaviour effectively through positive reinforcement and discussing appropriate actions with children during their play. For example, the child minder explains why she gives a specific instruction, which allows children to think about appropriate reactions and know what is expected of them. This prevents some disagreements and allows children to develop empathy as well as support their sharing and turn taking skills.

The child minder is very knowledgeable about children's development and is committed to ensuring children develop the skills they need to confidently direct their own play. She monitors children's learning and development and is confident to discuss any concerns with parents and carers when appropriate. 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 fully acknowledges the importance of outdoor play and supports children to engage in indoor and outdoor experiences. The child minder extends children's learning by engaging with them appropriately during their play activities. She is aware of their routines, likes and dislikes and offers them opportunities to engage in directed activities but allows them to choose when they want to interact with her. The child minder promotes the Welsh language throughout her setting and praises the children for their use of Welsh independently, *"Well done, and you used Welsh too!"*

Environment

Good

The child minder provides a safe and well-maintained environment for the children that is friendly and welcoming. The child minder keeps a record of visitors to the setting and ensures the premises are secure; for example, the front door is locked once the children arrive. She completes regular fire drills and safety checks, ensuring any potential hazards are monitored and minimised. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She supports children to consider risks for themselves by prompting them to tidy up when they have finished with an activity, *“What will happen if we don’t tidy this away?”*

The child minder’s home is bright and warm and has a calm atmosphere. The living room and play area is spacious, well decorated and filled with natural light. The outdoor space is accessed through the living room and although the outdoor area is currently out of bounds due to work being completed, the layout supports free flow between the indoor and outdoor environments when in use. The child minder ensures children have opportunities to play outdoors daily in the local community whilst the garden area is not in use. Children have the freedom to explore and play independently and are confident moving around the child minder’s home. The child minder promotes children’s independence by providing developmentally appropriate equipment and resources and through encouraging children to *“have a go first, and I can help if you still need me.”* She organises the environment well so that it provides a good range of play opportunities suitable for the children in her care. Children can easily access resources, with plenty of floor space to play and they move freely between the spaces available. They easily access the downstairs bathroom by themselves, which is clean and well maintained.

The child minder provides engaging resources to extend children’s play and development. The layout and design of the environment promotes children’s independence. For instance, resources are stored in low level boxes that are transparent so children can easily see what they want without needing help. The child minder ensures the play environment is suitable, providing interesting play activities and opportunities. For example, there is a good range of craft activities, books, jigsaws, animals and small world resources. The children particularly enjoy reading the books they chose for themselves after a visit to the library.

Leadership and Management

Good

The child minder runs her business successfully and is aware of her responsibilities as a provider. Her policies and procedures contain all the relevant information, and she ensures they are up to date and reflect the service she provides. The child minder is organised and committed to providing a good service. She maintains and shares an up-to-date, informative statement of purpose that accurately reflects her service provided. The child minder has up to date car documents and has valid public liability insurance. She has appropriate risk assessments in place; however these do not always include more specific risks and hazards.

The child minder reviews and reflects on her service and produces a good quality of care review. She seeks feedback from parents and children to support her in the evaluation of her service, and she responds positively to suggestions on how to improve the service. For example, she has implemented the recommendations from her previous inspection.

The child minder has appropriate contracts in place for the children in her care and she provides a reliable service for parents and carers. She acknowledges the importance of continuing her professional development and completes all mandatory training. The child minder maintains the relevant permissions from parents, as well as the relevant Disclosure and Barring Service (DBS) certificates, with a system in place for annual checks. The child minder ensures she engages with Care Inspectorate Wales (CIW) and other regulators when necessary.

The child minder ensures all communication with parents and carers is effective. She provides them with the relevant information to make choices about the care of their child and keeps all the relevant information to meet children's individual needs. The child minder keeps parents well informed through verbal communication, messaging and through daily diaries. Parents and carers are very happy with the setting. Feedback comments include, *"We are so thrilled with our child's development and are so pleased that she runs in every morning with a smile!"* whilst a child who no longer attended commented, *"I hope I can come and see you every so often!"* The child minder understands the importance of partnership working to ensure positive outcomes for children.

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 24 - Safety	Develop risk assessments further to include specific risks and hazards.

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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