



## Inspection Report

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**Swansea**



**Date Inspection Completed**

06/02/2024

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	13 February 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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 are happy, calm and form positive relationships with the child minder. They have a strong voice and are confident making their own choices. Interactions between the children and child minder are consistently positive. Children are engaged in their play and learning activities and are interested in the resources on offer to them. They are developing a good level of independence for their ages and stages of development.

The child minder follows effective procedures to keep the children safe and healthy. She is a positive role model to the children and her interactions are warm and caring. The child minder promotes and develops children's learning needs through careful observations based on their needs and abilities.

The child minder ensures the property is welcoming, comfortable and child friendly. She uses appropriate systems to ensure the environment is safe and secure. The child minder ensures children have access to a wide range of resources that are of good quality and suitable for their ages and stages of development.

The child minder has a solid understanding of her role and responsibilities to providing a good service to children and their families. The child minder is organised and has an informative quality of care review of the setting. She is an experienced childcare practitioner who regularly completes training opportunities.

Children are happy, settled and relaxed and form positive relationships with the child minder. Children have a strong voice, and their needs and preferences are considered and respected. They help themselves to resources and communicate their needs successfully. Children are proud of their achievements. They feel happy when they are praised and told “*well done*” for trying or completing an activity. For example, correctly identifying different animals in a matching game. Children are confident making their own choices and decisions. They choose the toys and resources they want to use. They confidently ask for help if they cannot access resources by themselves.

Interactions between the children and the child minder are good. Children share resources and interact well for their ages and stages of development. For example, they take turns when using the indoor climbing frame. Children are familiar with the routines and happily follow the child minder’s instructions. They listen when asked to put toys away and get ready for lunch.

Children are actively engaged and interested in the resources and activities on offer to them. They play with the playdough using their imagination to create different foods and offer to share them with others. Children concentrate well, sustaining interest for a considerable amount of time for their ages and stages of development. Children are animated when interacting with the child minder about what they did at school that day, engaging in conversation and answering questions such as “*Did you sing songs?*”, “*Did you read a story?*”.

Children are developing a good level of independence. For example, they access the toilet with the child minder’s support, if needed. At lunchtime, children choose how much food they want to eat and feed themselves. Children show good fine motor skills and enjoy experimenting with playdough, creating their own models and shapes. They are developing good language skills through play. Children are confident expressing their wants and needs to the child minder and their needs are consistently met.

Interactions between the children and the child minder are positive. She celebrates the children's achievements and tells them "Well done" and "You are very clever" when they successfully complete an activity. The child minder is a good role model to children and encourages them to be polite by saying 'please' and 'thank you' during play times and at mealtimes. The child minder is sensitive to children's needs and feelings. She ensures that children feel valued and listened to. When one child was upset about being inside due to the weather, she gave them time to calm down and regulate their emotions whilst comforting the child with a hug.

The child minder follows good procedures to keep children safe and healthy. She has completed paediatric first aid, food hygiene and child protection training which are all in date. During the inspection process, the child minder booked onto higher level safeguarding training to further her qualifications. The child minder follows effective hygiene procedures, ensuring that surfaces are clean and that children wash their hands before eating and after going to the toilet. The child minder has a policy in place for nappy changing, ensuring that the changing area is sanitised, and personal protective equipment is used in line with infection prevention and control guidance.

She has a very good understanding of her responsibilities in relation to child protection and safeguarding. There are procedures in place for recording accidents, incidents, and the administration of any medication. The child minder knows the children's dietary requirements and ensures she caters for these.

The child minder promotes and develops children's learning through observations based on their needs and abilities. She has a good understanding of the children's development through completing annual reviews which focus on recognising how to support the children's next steps. She creates activities based on festivals, different cultures and seasonal changes, such as Christmas and Easter. For example, the children completed a craft sale where they made and sold products over the Christmas period. Indoor play is based on free choice of resources and children's preferences.

The Welsh language is promoted through resources; however, no Welsh was heard during the course of inspection.

## Environment

Good

The child minder has appropriate systems in place to ensure the environment is safe and secure. She locks the external doors and ensures that internal doors to other rooms are

closed while child minding. There is a safety gate in place to separate the upstairs. Risk assessments are in place for indoor and outdoor areas, as well as outings. The child minder conducts regular fire drills, and children play an active role in these. The child minder identifies potential risks to children and eliminates these where possible. There is a record of visitors to the setting and all harmful chemicals and medicines are kept well out of the reach of children. A first aid kit is easily accessible.

The setting is warm, welcoming and child friendly. The kitchen area is used by children to eat and play. There is a bed in the playroom in which children can relax and unwind during quiet times. There is a toilet on the ground floor next to the kitchen which provides opportunities for children to develop their personal independence. The playroom is inviting, warm and colourful with a range of resources for different age groups. The outdoor area is enclosed and suitable for children to develop their physical and creative skills. There are a variety of resources for the children outdoors, including a climbing frame, mud kitchen, swing, and the opportunity to look after pet rabbits.

The child minder ensures children have access to a wide range of good quality, age-appropriate resources. Indoor resources are carefully organised and include puzzles, construction, small world play toys, crafts, role play resources, reading books that cater to all ages, and an indoor climbing frame. The child minder ensures there are multi-cultural resources that promote a variety of cultures and diversity.

## **Leadership and Management**

**Good**

The child minder is organised and manages the setting well. She has a range of policies and procedures in place, which have been amended during the course of inspection to include the most recent guidance. Since the inspection, the child minder has submitted an updated statement of purpose which actively reflects the setting.

The child minder keeps appropriate records of children's attendance and adult to child ratios are met. She maintains appropriate documentation of children's contracts, accidents and incidents, and is aware of her roles and responsibilities in relation to child protection.

The child minder holds a current Disclosure and Barring Service (DBS) check. At the time of the inspection her daughter living at the residence did not hold a valid check, however, during the inspection the application form was submitted and has since been approved.

The child minder has completed the most recent self-assessment of service statement (SASS) and has informed Care Inspectorate Wales of changes to the setting prior to the inspection in relation to new household members.

The child minder has arrangements in place for any concerns and complaints that could arise and has produced a detailed quality of care report with positive feedback from parents.

The child minder is aware of the needs and abilities of the children in her care. She is committed to her own professional development and seeks out additional training to assist her in supporting those children. She maintains a record of experiences the children gain, these are evidenced in picture books which document the children taking part in a variety of activities like bake sales and trips.

The child minder recognises the importance of working with parents. She keeps parents up to date with regular verbal communication during drop off and pick up. Furthermore, she provides parents and carers with information such as policies and procedures before their children start at the setting.



### 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
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N/A	No non-compliance of this type was identified at this inspection	N/A
20	The child minder must ensure that all criminal enhanced checks are valid for all household members.	Achieved
38	No recent fire drills carried out	Achieved
27	Exceeding ratios.	Achieved
25 (a)	No risk assessments	Achieved
15 (1) (a)	Statement of purpose not in line with regulation	Achieved
32 (1)	No complaints policy or procedure in place	Achieved

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 18 - Quality assurance	Ensure all policies and procedures are regularly reviewed and updated in line with current guidance.
Standard 20 - Child protection	Ensure safeguarding training meets the updated requirement outlines in the national minimum standards.

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)
To develop the use of Welsh at the setting.

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.

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