



Inspection Report

Gillian Davies

Swansea



Date Inspection Completed

19/07/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 1 August 2017
Is this a Flying Start service?	Manual Insert] 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.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Good

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

Summary

Children are very happy and relaxed at the child minder's home. They are able to make choices and decisions about what they want to do and where they want to play. Children are settled and are confident interacting with each other. They are developing friendships with each other and show good bonds of affection with the child minder.

The child minder is experienced and well qualified. She has a good understanding of how to keep children safe and promote their health and wellbeing. She manages interactions positively and manages behaviour effectively.

The child minder has effective systems in place to ensure the environment is safe, welcoming and stimulating for children. Children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

The child minder runs an effective and well organised setting. She meets the regulations and the National Minimum Standards. The child minder has good systems for reviewing and improving the setting. She develops positive partnerships with parents who are extremely happy with the care their children receive.

Children have a good 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 the different play areas. Children feel safe, happy and comfortable in the child minder's care. They are extremely content and settled; they did not stop smiling and talking.

Children are very relaxed in the child minder's home. They are forming positive bonds of affection with the child minder. The children enjoy her company and express themselves well because they know they will receive an immediate response. Children enjoy the child minder's involvement in their play and frequently interact with her. For example, they asked her, "*Can we go to the beach again?*" Children have a good sense of belonging.

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 worked together finding and comparing stones on the beach. Children are beginning to form friendships with one another. For example, holding hands when walking and encouraging each other.

Children show high levels of engagement in their play and learning. They confidently engage in directed and self-directed activities. For example, the children were engrossed in playing with the dolls. During our visit, the children also chose to play on trikes in the garden. Children play appropriately for their age and stage of development. They listen and play cooperatively, share resources, negotiate, take turns and follow directions from the child minder well. For example, when a child wanted to have a toy that another child had, the child minder explained that they could have a turn next, and encouraged the child to choose something else while they were waiting. The child followed the childminder's direction 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.

Care and Development

Good

The child minder is aware of her responsibilities to keep children safe and healthy. She implements good cleaning and hygiene procedures. She encourages children to wash their hands frequently. The child minder maintains the appropriate food hygiene records and she ensures that her training is up to date. She encourages healthy eating, reminding the children to eat their sandwiches before the chocolates and crisps. The child minder maintains risk assessments which show that risks have been considered and minimised where possible. The child minder is aware of safeguarding procedures and has updated her training to reflect this. She is aware of the procedures to follow if she has any concerns about any child. She maintains the appropriate registers and records the exact arrival and departure times.

The child minder manages interactions positively. She is a positive role model and relates to the children in a very gentle and nurturing way. The child minder praises children for their efforts and accomplishments to promote their self-esteem, saying "Oh yes! That is amazing!" She encourages the children to say 'Please' and 'Thank you' and she praises them when they use manners independently by saying "Well done, good asking." The child minder manages the children's behaviour effectively, encouraging the children to be patient and to be kind to their friends. Children are confident to approach her if they need help or want something.

The child minder supports children's learning in a positive way. She is very knowledgeable about children's development and favours taking the children outdoors to learn and engage in new experiences. 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 consistently offers them opportunities to engage in directed activities but allows them to choose when they want to interact with her.

Environment

Adequate

The child minder provides a safe, and well-maintained environment for the children. She ensures it is in the main welcoming and stimulating for the children. However, the child minder discussed plans on further developing the environment to make it more child centred, along with obtaining more resources. The child minder keeps a record of visitors to the setting and ensures the premises are secure; the front door is locked once the children arrive, and the outdoor garden area is securely enclosed and the plan is to add a fence so the children can safely access the grassed area. She completes regular fire drills and safety checks to ensure any potential hazards are monitored and minimised. The child minder completes detailed written risk assessments. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for.

The premises are bright, warm and welcoming. The living room and kitchen are spacious, well decorated and filled with natural light. The outdoor space is accessed via the back door but this is currently controlled for the childrens safety. The child minder further supports children's independence and promotes socialising by providing developmentally designed seats to support them at the dining table. She organises the setting well so that it provides a range of play opportunities suitable for all the age ranges of the children in her care. The environment offers plenty of floor space to play and move freely between the spaces available. They easily access the downstairs bathroom, which is clean and well maintained.

The child minder provides an adequate range of resources which extends children's play and development. The layout and design of the environment promotes children's independence as there are low level storage boxes which make it easy for children to freely access the resources unaided. The child minder ensures the play environment is suitable, providing some interesting activities and play equipment. For example, there is a range of messy play activities, dolls, books, craft, and limited outdoor equipment. The children particularly enjoy playing out from the premises with the natural resources in the outdoor environment, however there were fewer similar opportunities indoors. The children would benefit from further opportunities to engage in natural resources to develop their curiosity and extend their learning.

Leadership and Management

Good

The child minder is organised and committed to providing a good quality service. She responds positively to suggestions on how to improve the service. For example, she has applied for a grant to get a fence for the garden. The child minder creates a very calm and positive ethos in the setting. She maintains and shares an up-to-date, informative statement of purpose that accurately reflects the service provided and exceeds the National Minimum Standards. The child minder has a comprehensive set of policies that are reviewed annually. She effectively maintains the required records including registers and accident forms. The child minder has up to date car documents .

The child minder effectively reviews and reflects upon her service and produces a good quality of care review. She seeks feedback from parents and children to support her review, which enables her to consider the strengths of her service as well as areas for improvements. She continually looks for areas to improve and develop further.

The child minder recognises the importance of training and continuing her professional development. She completes all mandatory training promptly. This ensures she is able to meet the needs of the children in her care. All household members have current Disclosure and Barring Service (DBS) checks, with a system in place for annual checks. The child minder ensures she engages with Care Inspectorate Wales (CIW) and other regulators swiftly.

The child minder ensures that communication with all parents and carers is effective. She has contracts and permissions in place and keeps all the relevant information to meet children's individual needs. The child minder keeps parents well informed through verbal communication and messaging. The child minder responds positively to information and advice given to her to improve children's wellbeing and to identify any needs. She ensures that should any concerns arise about a child's progress or development, there are clear procedures in place for sharing information and providing support.

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)
	No NMS Recommendations were identified at this inspection

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 continue to improve the environment making sure its child focussed.

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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