



Inspection Report

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Swansea



Date Inspection Completed

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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	14 March 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.

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

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

Summary

Children are extremely settled and really enjoy their time at the child minder's home. They have formed good relationships with the child minder and other children, communicating their needs confidently. Children develop skills well and they can make many choices about their care and play.

The child minder has a wealth of experience in the role. She is responsive to children's needs and creates a positive atmosphere whereby children feel valued. She has appropriate policies and procedures that support her to promote children's health and safety, and she is developing some of these further.

The child minder uses areas of her premises to provide a homely and safe environment for children. She has plenty of excellent quality resources that provide children with interesting play opportunities. The child minder provides sufficient space where children can take part in numerous activities, including a decked area in the rear garden. She is knowledgeable about health and safety matters and has recently developed a policy to demonstrate how she minimises risks to children.

The child minder is very experienced and provides a reliable service. Overall, she manages the service appropriately, although, she is continuing to make improvements in relation to keeping policies and documents updated. The child minder reviews her setting annually and produces a useful report of the findings. However, the review process has not been successful in keeping the setting up to date with changes to legislation and childcare practice. She has developed good partnerships with parents, many of whom have used her setting for a long time.

Well-being**Good**

Children are happy and thrive in the care of the child minder. They can move freely around the playroom and choose independently from the resources that are easily accessible. Children can follow their own interests and access resources freely to do this such as connecting cars to make different vehicles. They express themselves confidently to the child minder. For example, asking for help and saying if they have had enough food or asking for more if they want.

Children have a warm, relaxed relationship with the child minder and feel secure in their surroundings. For example, children sit and cuddle with the child minder. They express enthusiasm and enjoyment with the child minder and talk fondly of memories they share together, enjoying looking at photo books. Children are familiar with the routines and expectations which helps them develop a sense of belonging. For example, a child helped get the nappy changing equipment and happily sat on the mat to have their nappy changed. They spontaneously wash their hands before lunch and sit at the table to eat.

Children learn to share resources and play alongside each other well. They chat easily to the child minder about what they are doing and are eager to involve her and other children in their play, for example, building with large blocks. Children build cars out of connectable pieces, measuring them to see who made the longest one. One child told the other how good their car was, and they smiled together.

Children enjoy the activities available to them and concentrate for a good amount of time. A child excitedly fetched construction items and built their favourite insect, confidently talking about how many legs they had, what type of creature it was and where they lived. They liked being able to play with models they had made previously, as they are kept safe until they return. Children spent an extended period building with blocks. They proudly showed the child minder and each other what they had constructed.

Children have opportunities to develop their independence and are encouraged to do things for themselves. For example, children can access the toilet facilities independently and are learning to do things such as washing their hands and eating their food successfully.

Care and Development

Adequate

The child minder is very experienced and has attended relevant training to support her to be effective in her role. She is confident in her understanding of how to keep children safe and has further revised and developed policies and procedures to evidence how she does this. For example, showing how she protects children from the sun and expectations regarding use of IT and mobile phones. Discussion with the child minder evidenced she is clear on the procedure to follow should she have a safeguarding concern about a child. The child minder has a current safeguarding certificate and is aware of the need to complete more advanced training in line with the revised National Minimum Standards for Regulated Childcare. The child minder follows good hygiene routines to help minimise the spread of germs, including hand washing before preparing food and after nappy changing. The child minder provides healthy food and reminds children to drink their water to keep hydrated. She provides regular opportunities for children's physical development. For example, outside play in the garden, daily walks on the school run and visits to local facilities.

The child minder is nurturing and cares for children in a kind and warm manner. She engages positively with the children and respects what they say. She knows the children well and recognises when they are becoming tired. She praised a child who indicated they needed their nappy changed and she did this promptly. She has a suitable behaviour management policy in place, promoting the use of positive strategies which she implements effectively. The child minder effectively supports children of all ages to interact with one another. She gives the children positive feedback, praise, and encouragement for their efforts, promoting their self-esteem. The child minder adopts a positive, calm, and direct approach with the children, so that they understand what is expected of them.

The child minder has developed particularly good relationships with the children and families and knows the children well. She communicates effectively with parents to keep her understanding of their needs up to date. She monitors children's development and provides play opportunities and resources that effectively meet their needs and are interesting and fun. The child minder plans activities in consultation with children, especially trips in the school holidays. She naturally promotes children's learning as they play. For example, as they look at cars, they count and sort them into colour, naming the make of the cars. She is patient and joins in with their play to support and extend their learning. For example, asking "*what is this animal, what noise does it make?*" and "*who drives that sort of vehicle, can you find the figure to go in it?*"

Environment**Adequate**

The child minder ensures the environment is safe, secure, and well-maintained. She spoke confidently about the measures in place to keep children safe. She ensures she keeps the front door and external gates locked and keeps a record of visitors to the property. The child minder has developed basic written risk assessments and performs daily visual risk assessments. She maintains the premises appropriately but has not always ensured that the gas system has been serviced on an annual basis. This is a matter of non-compliance, but we have not issued a priority action notice on this occasion as the child minder addressed this matter immediately following the inspection.

The child minder's home is warm and welcoming. There is sufficient space for children to move around freely and lead their own play. She uses one living room that is set up as a playroom, as well as the outside decked area. The child minder provides easily accessible facilities for toileting and appropriate nappy changing facilities. She provides various seating equipment so that children can safely eat and do craft activities together at the dining table in the kitchen. The child minder sits with them and provides close supervision as they eat. The child minder provides flexible sleeping arrangements which are agreed with parents and on the occasions a child needs a nap, they are usually on a walk so sleep in a pushchair.

The child minder has an extensive range of well-maintained resources and equipment for a very wide range of ages. She stores resources and play equipment in cupboards and low level boxes in the playroom. She has many readily accessible resources such as a construction blocks and cars and she provides children with many opportunities to choose what they want to play with from items they cannot directly access. The child minder has some resources such as books, which reflect our diverse society. The environment supports children to develop their independence and enables them to learn through play.

Leadership and Management

Adequate

The child minder is committed to operating an improving service but recognises that the paperwork side of the business is not a strength. She has recently made numerous changes to documentation and policies to ensure the setting meets the regulations and national minimum standards. She has a statement of purpose that has been reviewed and now accurately outlines what the setting provides, allowing parents to make an informed choice about the suitability for their child. She has developed appropriate policies and procedures and has recently further updated them to reflect changes such as the Wales Safeguarding Procedures. She is reviewing the Additional Learning Needs Code of Practice, to further clarify her practice. She maintains daily records well, for example, attendance registers. The child minder has a policy showing how she ensures she stores records securely and how she complies with confidentiality and data protection laws.

The child minder has a basic process in place to review the quality of the setting. This has helped her to identify some areas that require updating but it has not been sufficiently robust to keep her up to date with current information and legislation. She asks for the views of children and parents as part of her review, using their feedback to ensure she meets the needs of the children. The child minder produces a brief report of her annual review, which includes an action plan of what she needs to achieve. She is committed to making improvements and has made good progress to achieve these during this inspection.

The child minder does not employ a child minding assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. The child minder has identified a person that she can call on should an emergency arise. She ensures that she completes training such as paediatric first aid in a timely manner and keeps her Disclosure and Barring Service (DBS) checks updated appropriately.

The child minder understands the importance of working in partnership with parents to ensure children receive the support required to meet their individual needs. She gathers useful information about children's individual needs, preferences, and routines before they start. The child minder keeps parents updated about their child's day by sending photos securely, providing verbal information when parents collect their 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
26	The child minder did not keep medication records in line with regulations.	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)
	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)
Continue to review and update policies in line with current legislation and monitor the effectiveness of the improvements to policies recently made.
Further develop the annual quality of care review in order that it identifies where legislation and child care practice has changed, and what improvements are required.

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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