



Inspection Report

Helen Wilson

Swansea



Date Inspection Completed

25/04/2024

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About the service

| | |
|---|---|
| Type of care provided | Child Minder |
| Registered places | 7 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 16 May 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> | Excellent |
| <u>Care and Development</u> | Excellent |
| <u>Environment</u> | Excellent |
| <u>Leadership and Management</u> | Excellent |

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 have a strong voice and feel very happy, safe and valued. Children confidently engage in activities that interest them and they independently decide how they want to spend their time at the setting. They have close bonds of affection with the child minder, who genuinely cares about them.

The child minder provides a very nurturing and caring atmosphere and understands how best to meet children's individual needs. She effectively supports children in their free play and uses incidental opportunities to extend their learning and development successfully. The child minder manages behaviours exceptionally well and promotes children's confidence and self-esteem.

The child minder ensures the environment is secure, warm and welcoming. She maintains a home from home experience where the children feel safe and relaxed. The child minder provides an excellent range of engaging resources that promote children's all-round development. She monitors the environment consistently to identify and eliminate any unnecessary risks to children's safety.

The child minder is highly qualified and very experienced. She is extremely motivated, committed and clearly enjoys her role. She has an excellent vision and sense of purpose which sustains improvement and promotes excellent outcomes for children. The child minder communicates effectively with parents and has a strong culture of continuous professional development; frequently looking for ways to improve her practice to ensure positive outcomes for children.

Well-being

Excellent

Children are confident communicators; chatting and interacting constantly with the child minder or each other. They feel comfortable to express themselves through verbal and non-verbal communication and as a result, their requests and interests are fully considered. Children are extremely happy and settled and thoroughly enjoy their time with the child minder. They have excellent opportunities to make choices and decisions about what may affect them. For example, children excitedly choose to play outside after snack, exploring the different resources in the garden.

Children feel safe and secure because the child minder knows them very well. She reassures them in a calm and gentle manner when they are unsure how to appropriately express their emotions. For example, she tells them, *"I hear you, it's ok, I'm here."* This means children have a strong sense of belonging and they feel valued. Children have positive bonds of attachment with the child minder and are beginning to form flourishing relationships with each other. They are relaxed and feel at home.

Children engage positively with the child minder and receive nurturing and immediate responses from her. Children interact well with each other, and the child minder supports them to develop their social skills through turn taking, sharing and cooperating well during their play. The child minder considers children's wants and needs and prepares them for transitions in their play successfully. This is a real strength of the child minder. For example, when a child wanted to stay and play outside, the child minder created a 'lunch train;' encouraging the children to 'jump on the train' and shout *"All aboard the lunch train!"* as they went inside for lunch. This meant the children were excited for the next part of their day and happily joined the child minder to go inside to wash their hands and eat their lunch.

Children thoroughly enjoy their play and learning, confidently choosing experiences and activities that interest them. For example, one child showed enjoyment and sustained interest when engaging in the water play which was supported and extended by the child minder. Children have excellent opportunities to initiate their own play and to influence their activities; they are confident taking balanced risks as they know how far to go. For example, children frequently reassure themselves during play, repeating what the child minder has told them. When a child was walking down a slope, as they started to move a bit faster, the child said aloud to themselves, *"Take your time... I can do it."*

Children have extensive opportunities to develop their independence skills. They are very self-sufficient in the setting, washing their hands independently at various wash stations and taking responsibility for their shoes and belongings. Children sit nicely at mealtimes and are competent in feeding themselves. They are actively encouraged to participate in the decision-making process regarding how they spend their time at the setting. This encourages children's independence and raises their self-esteem.

Care and Development

Excellent

The child minder has a very thorough understanding of her role and responsibilities. She has a range of purposeful policies in place which promote children's safety and wellbeing. The child minder ensures her safeguarding training is up to date, and she has robust procedures to safeguard children. She is confident following the relevant processes when necessary. The child minder promotes children's health successfully, holding the relevant first aid and food hygiene certificates. She confidently provides a range of healthy meals and snacks for the children, fully supporting their dietary, health and individual needs. The child minder has excellent systems in place to record accidents, incidents and medication administration. She implements effective cleaning routines and robust hygiene practices; appropriately following nappy changing procedures.

The child minder provides a very nurturing and caring environment for the children and successfully meets their needs. She manages their behaviours exceptionally well, implementing her behaviour management policy by using gentle tones, distraction, and praise. The child minder is a positive role model, she consistently praises and reassures the children and models excellent language and good manners. The interactions between them are delightful and reflect their close relationships. For example, we heard lots of positive language including, "*Well done! Scholar! You did it!*" The child minder sits and engages with the children during their play, for example when they are painting, playing in the sand or on the slide. The children laugh and giggle with each other and the child minder. The child minder takes time to fully explain to children, in a way they understand, when they ask questions. She engages successfully with them, whilst promoting their learning and self-esteem. For example, when children independently name colours and count objects, she consistently encourages them and praises their efforts and achievements.

The child minder has an excellent understanding of children's individual needs. She knows them well and is confident to promote their play, learning and development. The child minder has a sound understanding of how to support children and maintains excellent journals reflecting children's progress and achievements in line with the 'Curriculum for Wales.' She keeps purposeful developmental records and has a good understanding of how these inform her next steps and areas to focus on. The child minder 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 experiences. For example, when playing in the mud kitchen outside, the child minder joins in and supports a child to use various containers to transport the water and explore how it changes shape. This allowed sustained engagement with the activity and the child clearly enjoyed their play. The child minder frequently uses incidental Welsh with the children.

Environment**Excellent**

The child minder ensures the environment is safe, clean, and very well maintained indoors and outdoors. She keeps a record of the visitors to the premises and frequently practises fire drills with the children to ensure they can evacuate the setting in the event of an emergency. 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 completes daily checks and has comprehensive risk assessments in place for the premises, activities, transporting children and regular outings. The indoor and outdoor areas are secure and provide a stimulating space for children to play and learn. There are stair gates across the downstairs of the property, to ensure children remain in areas safe to them. The pet dog has its own resting area, away from the children's playroom. There are appropriate policies, risk assessments and consent forms in place for supervised contact with the pets at the setting.

The child minder's home is welcoming, well organised, and very homely. Children have ample space to play indoors and outdoors, and they have areas where they can choose to rest and relax. The improvements to the garden area have impacted positively on the children using the service, as they prefer to spend most of their time in the garden. The outside resources such as chalk boards, a mud kitchen and a playhouse full of sand encourage and support children in their play and learning. The outdoor area is safe, well maintained, and organised. There is low level, accessible storage which enable children to independently retrieve the resources and toys that they would like to play with or are of interest to them.

The child minder ensures the layout and design of the environment promotes children's independence well. She ensures children have access to a range of equipment that supports their ages and stages of development, and she provides a range of engaging experiences indoors and outdoors. This supports children's curiosity and extends their learning and development. The child minder introduces resources which spark exploration and encourage imaginative play. For example, there is a large selection of recyclable materials which the children can choose from to incorporate in their play. Children regularly visit other areas of interest with the child minder, including the local play areas, beaches and the heritage centre.

Leadership and Management

Excellent

The child minder is highly qualified and very experienced. She prides herself on running a high-quality provision for the children and their families. The child minder is extremely well organised and maintains relevant records to an excellent standard. She is registered with a professional association for childcare and early years. The child minder has a comprehensive statement of purpose in place which provides parents with accurate and thorough information relating to the care of their child. She has a range of informative policies and procedures which she regularly reviews and implements effectively within the setting.

The child minder regularly reviews and reflects upon her setting to support her quality of care report. She seeks feedback from parents and children and their comments demonstrate high levels of satisfaction with the service she provides. The child minder uses this information to enable her to effectively evaluate her service and consider the areas in which she would like to develop her practice.

The child minder has a strong culture of continuous professional development and ensures her mandatory training is up to date. She recognises the positive impact of current childcare practices on the health and wellbeing of the children in her care. For example, she has completed a Welsh language course to support the use of Welsh in her setting. The child minder recognises when there is a specific training need within the setting and seeks training to further support this. For example, she has completed an ELKLAN course to support children with their speech and language development. The child minder seeks grant funding to further enhance her environment to benefit the children accessing the setting. The child minder works effectively, keeping Care Inspectorate Wales (CIW) up to date with any changes at the setting. She ensures all household members have current 'Disclosure and Barring Service' (DBS) checks and they are on the update service. The child minder maintains her public liability and Information Commissioners Office (ICO) certificates.

The child minder promotes very positive partnerships with parents and carers. She keeps them up to date frequently and provides creative records to record children's time in her care. Parents are very positive about the care their children receive and speak very highly of the child minder, recognising the positive impact she has made on their child's development. The child minder makes excellent use of the local area and builds excellent links in the community through visiting the local park and amenities.

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 |
|------------|--|--------|
| N/A | No non-compliance of this type was identified at this inspection | N/A |

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 |

| 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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