



Inspection Report

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Boncath



Date Inspection Completed

18/09/2024

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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 | 17 April 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> | 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 happy, relaxed and thoroughly enjoy themselves at this setting. They are confident to make choices and decisions about their play and learning. Children are familiar with the routine which helps them feel comfortable and secure. They have developed positive relationships with the child minder and each other. They thoroughly enjoy the activities on offer and are developing a good range of skills and increasing their independence.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She involves children in a variety of activities, indoors and especially outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. The child minder manages children's behaviours successfully. She engages positively with children, whilst promoting their learning and self-esteem.

The child minder has appropriate measures in place to ensure the environment is safe, secure and welcoming. She provides a home from home environment with outdoor play given a high priority. There are a range of suitable resources available which build on children's first-hand experiences and natural curiosity. The child minder develops cultural awareness through a good selection of resources which reflect diversity.

The child minder manages her setting well. She is organised and keeps all the required records to a good standard. Communication with parents is effective, feedback received is very positive. The child minder conducts a purposeful quality-of-care review which drives improvement at the setting.

Well-being**Good**

Children are happy, settled and thoroughly enjoy their time at this setting. They have a strong voice and feel comfortable to express themselves. They are confident communicators, chatting and interacting constantly with each other and the child minder. As a result, their wants, moods, and needs are fully considered. For example, after lunch, each child decides to relax and nap in different areas of the setting and the child minder ensures she meets all their needs fully. They have opportunities to make choices and decisions about what may affect them. For example, they are frequently asked about the order of their day and decide to play indoors before going outside to play. Children engage positively with the child minder, receiving nurturing and appropriate responses. Children feel safe, happy, and valued. Children are relaxed and settle well. They display comfortable emotional bonds with the child minder and are completely at ease with her. They seek comfort and reassurance, for instance when they are tired, and receive cuddles and nurture. Children know the routines well, for example, finding their wellies before outside play and washing their hands afterwards.

Interactions between children and the child minder are consistently good. Children cooperate well and are actively engaged and interested in their play and the routines of the day. For example, they purposely tidy resources away after outside play responding well to the responsibility of being given jobs. Interactions between children are positive and they enjoy playing together. They are learning to share and take turns and are ably supported in this process. Children are clearly developing friendships and play together or alongside each other as is appropriate for their ages.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, children engaged enthusiastically with outside play, using a variety of equipment to enrich their play. They sustain focus with activities for an age-appropriate length of time and listen to the child minder when she suggests bringing different equipment and ideas into their play. Children have opportunities to initiate their own play. For example, one child plays with farming toys and made a tower of hay bales. They have the opportunity to play with resources which are of real interest to them and reflect their lived experiences. For example, a replica farm has been set up in the outside area, complete with tractors and a range of toy farm equipment. We saw children immersed in their play and the workings of their farm game.

Children's independence is developing well. They are encouraged to do things for themselves such as putting toys away, using the toilet and washing their hands before meals. At lunch time, children are proficient in feeding themselves. These opportunities help build children's confidence and self-esteem. As children spend a large amount of time outdoors, they have well developed physical skills and good problem-solving skills for their age.

Care and Development

Good

The child minder has a range of appropriate policies which promote children's safety and well-being. Her safeguarding training is up to date, and she has procedures in place to safeguard children, appropriately and confidently answering child protection scenarios. The child minder promotes and meets children's health needs successfully. There are organised systems in place to record accidents, incidents and medication administration. She collects information relating to any allergies or health care needs a child may have although this system does not record sufficient detail. Effective hygiene practices are in place. Nappy changing procedures are appropriately followed. The child minder provides healthy and well-balanced meals and ensures she keeps parents up to date with what their child has eaten each day. She has a very good understanding of the benefits of outside play and provides daily, prolonged opportunities for children to play and develop their physical skills outside.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She follows her positive behaviour management policy and uses a range of positive strategies consistently, praising children for their achievements and good behaviour. We heard her encourage and positively respond to children throughout our visit. For example, at tidy up time, we heard the child minder say, "*Thank you, you are very helpful aren't you?*" and, "*Wow! You are doing a great job!*" We saw the child minder encourage children to share with each other, calmly reminding them to take turns. The child minder engages successfully with children, whilst promoting their learning and self-esteem. The children have fun and are happy with the child minder. Interactions are consistently positive, nurturing and often humorous. For instance, children laugh along with the child minder as they play 'peek a boo' through a tunnel and another child sings happily to herself as she plays. The child minder models the language associated with good manners and always acts as a good role model.

The child minder is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. She keeps effective developmental records and has a good understanding of how these inform their next steps and areas to focus on. She involves children in a variety of activities, indoors and especially outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, she enters into imaginative play with children and provides ideas to extend their play and resources to enable this. During play she introduces and extends vocabulary. During a farm game for example, she asks, "*Are you spreading fertiliser or muck? Are you using the flat trailer?*" Engaging with the children in this way leads to sustained engagement and supports their enjoyment of play. The child minder frequently uses incidental Welsh to good effect along with some Swedish.

Environment

Good

The child minder ensures the environment is safe and well maintained indoors and outdoors. The premises is secure, and the entrance door is locked once the children have arrived. The child minder practises regular fire drills, so children are familiar with this routine. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are appropriate risk assessments in place for the indoor and outdoor play area. However, the sand tray is not routinely covered to prevent contamination as outlined in the risk assessment. Risk assessments need to be further developed to consider all aspects of the service such as outings and car journeys.

The child minder provides children with a home from home environment as many of the children in her care are also of farming backgrounds. Children have daily access to an exciting and well thought out outside area which the child minder has worked hard to develop. Children have access to resources which develop their physical skills and promote curiosity, such as a well-resourced farm area, tunnels, swings, a slide and balance steps. The outdoor play area is a real strength of the provision. There are also many natural play and learning experiences in the outdoors which the child minder makes the most of. This promotes children's all-round development and well-being. For example, we saw children feeding the chickens and calling them over to have their food. The child minder regularly takes children on walks around the farm to check on the cows and will sometimes visit a local wildlife park and beach. Inside children have ample space to play. Toys and resources have a prominent position within the child minder's home. Low-level, accessible storage allows the children easy access to them. The bathroom is easily accessible, clean, well maintained and child friendly.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The layout and design of the general environment promotes children's independence well. Older children who access the provision after school have opportunities to engage with crafting activities and enjoy playing in the outdoor play area. The child minder has designed a positive environment for children to play and learn. She offers a range of suitable resources which build on first-hand experiences and children's natural curiosity. The child minder has a good range of multi-cultural resources which stimulate children's curiosity about wider society.

Leadership and Management

Good

The child minder runs her setting well. She is organised and keeps all the required records to a good standard. She is registered with a professional association for childcare and early years. She has a detailed statement of purpose in place which provides parents with an accurate reflection of the service she offers. The child minder has a range of accessible and beneficial policies in place. She is suitably qualified and has a clear vision for the future running of her setting. The child minder makes good use of grants to further develop her service. For example, she has used funds to establish the outdoor play area and purchased equipment to enhance play opportunities. She sometimes meets with other local child minders to share best practice ideas. The child minder ensures she keeps up to date with mandatory training such as paediatric first aid, safeguarding and food hygiene. She ensures she maintains a current Disclosure and Barring Service (DBS) check.

The child minder reviews and reflects upon her service and produces a purposeful quality of care report annually. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The report looks at what works well and considers areas for improvement. The most recent report details the progress the child minder has made in using a new child-minding app and how this has developed her developmental record keeping. The child minder engages positively with Care Inspectorate Wales, consistently and swiftly acting on recommendations in relation to her service.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal handovers and the use of an App in which she records key information about the children's day. Some people who use the setting have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, *"A lovely setting for the children and it gives us as parents a peace of mind knowing they are well cared for and enjoying the time they spend there,"* and *"I am very happy with the service that is provided. My child is always happy to go."*

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.

Area(s) for Improvement

| Regulation | Summary | Status |
|------------|---|--------|
| N/A | No non-compliance of this type was identified at this | N/A |

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| | inspection | |
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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 | Ensure risk assessments are followed and cover all areas of the service provided. |
| Standard 5 - Records | Develop a system for recording more detail such as signs, symptoms and remedies should children have any allergies or on-going health needs. |

| 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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