



Inspection Report

Lorraine Carson-Jones

Swansea



Date Inspection Completed

15/06/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	19 May 2017
Is this a Flying Start service?	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>	Good
<u>Leadership and Management</u>	Good

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

Summary

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

The child minder is experienced and qualified. She has a good understanding of how to keep children safe and how to promote their health and wellbeing. She manages interactions positively and manages behaviour effectively. The child minder plans activities to promote children's development and encourages their natural curiosity in the world around them.

The child minder has effective systems in place to ensure the environment is safe 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 and often exceeds the regulations and the National Minimum Standards. The child minder has good systems for evaluating and improving their setting. She develops positive partnerships with parents who are very happy with the care their children receive.

Children have a strong 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 different activities. Children feel safe, happy and comfortable in the child minder's care. They are extremely content, settled and show enjoyment; they did not stop smiling and giggling. Children were frequently heard saying, "*This is fun!*"

Children are settled and happy. They are forming positive bonds of affection with the child minder. The children enjoy her company and express themselves well. They receive an immediate response to their requests and prompts. For example, when a child asked for some food to play with in the kitchen, the child minder immediately responded with some appropriate options for the children to choose what they wanted. Children enjoy the child minder's involvement in their play and frequently interact with her. For example, they asked her, "*Can you be the big bad wolf?*" They are valued and 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 shared the resources when playing with the bubbles together. Children are beginning to form friendships with each other. For example, one child asked another child for help to mix up the sand and was eager to tell their friend what they were doing.

Children show high levels of engagement in their play and learning. They confidently engage in directed and self-directed activities. During our visit, the children chose to play with the jigsaws, the mud kitchen, the dolls and the sand. Children play appropriately for their age and stage of development. They listen and play cooperatively, sharing resources, negotiating, taking 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, or they could choose something else to play with while they were waiting. The child accepted the alternative and continue to happily engage in play.

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. Some children gain a sense of achievement from what they do and are eager to share their successes. For example, one child was excited to show what they could do with the hula hoop.

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 and reminds them why it is important. The child minder maintains the appropriate food hygiene records and she ensures that her training is up to date. She maintains suitable 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 completes appropriate medication and accident forms, and the child minder maintains the appropriate registers which are accurate and reflect the exact arrival and departure times. She is aware of the procedures to follow if she has any concerns about any child. The child minder ensures that children's privacy and dignity is respected when they use the toilet.

The child minder manages interactions positively. She is a positive role model, treating the children with kindness and care. The child minder praises children for their efforts and accomplishments to promote their confidence and self-esteem, saying *"Wow! That is excellent!"* She encourages the children to say *'Please'* and *'Thank you'* and she praises them when they use manners independently by saying *"Well done, you remembered your manners!"* The child minder manages the children's behaviour well; encouraging the children to wait their turn and to be kind to their friends. Children are confident to approach her if they need help or want something. For example, one child asked, *"Please can you get me the blue chair?"* The child minder responded warmly to the child and met their needs without hesitation.

The child minder supports children's learning in a positive way. She is knowledgeable about children's development and leads planned activities. The child minder assesses children's progress frequently and monitors their learning and development through using appropriate records. However, these are still in line with the foundation phase. She mainly provides a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with. She recognises the importance of outdoor play and supports children to engage in indoor and outdoor 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 habits and consistently offers them opportunities to engage in directed activities but allows them to choose when they want to interact with her. The child minder has a good understanding of when to interact and when to let play unfold. She frequently uses incidental Welsh and encourages Welsh interactions, for example, *"How do we say goodbye in Welsh?"*

Environment

Good

The child minder ensures her home is safe, clean, and well maintained indoors and outdoors. She provides a welcoming and stimulating environment. The child minder keeps a record of visitors to the setting and ensures it is secure; the front door is locked once the children arrive, and the outdoor garden area is securely enclosed. Regular fire drills and safety checks are in place, ensuring any potential hazards are monitored and minimised. 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 suitable written risk assessments, alongside monthly and daily visual checks.

The premises is open plan, well organised and accessible. The playroom is bright with colourful displays along with children's artwork on show. The outdoor space is accessed through the main play area allowing free flow between the indoor and outdoor environments. This provides children the freedom to explore and play independently. The child minder further supports children's independence and promotes socialising by providing developmentally appropriate tables and chairs. She organises the setting well so that it provides a good range of play opportunities suitable for nearly all the age ranges. Children can freely access resources, with plenty of floor space to play and they move freely between the spaces available. They easily access the downstairs bathroom, which is clean and well maintained.

The child minder provides a wide range of engaging resources which extend children's play and development. The layout and design of the environment promotes children's independence. For instance, there are low level storage baskets which make it easy for children to access the resources independently. They are confident to ask the child minder if they are unable to reach the toys or cannot find the resources that they want. For example, when a child wanted some food to play in the kitchen area with their friend, they asked "*Can I have some pasta please?*" The child minder ensures the play environment is suitable, providing some interesting activities and play equipment. For example, there is a wide range of messy play activities, dolls, books, craft, and appropriate climbing equipment.

Leadership and Management

Good

The child minder is very organised and committed to providing a high-quality service. She responds positively to suggestions on how to improve the service. For example, she has implemented the recommendation from her previous inspection. The child minder creates a calm and positive atmosphere 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 and is registered with the Information Commissioners Office (ICO).

The child minder reviews and reflects upon her service and produces a quality of care review. She seeks feedback from parents and children to support her in the evaluation of her service, providing an opportunity to highlight strengths and consider areas for improvements.

The child minder acknowledges the importance of training and continuing her professional development. She completes all mandatory training and seeks further opportunities to further develop professionally to ensure 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 when necessary.

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, messaging and through the use of a private social group. Parents and carers are very happy with the setting. They told us, "*Lorraine is very approachable,*" "*I highly recommend Lorraine,*" and "*My child has developed in all areas of their learning since going to Lorraine's.*" The child minder has good links with a range of professionals, and she consistently 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. Children have benefited from action that has been taken as their individual needs are met.

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)
Consider transitioning from the foundation phase to implement the new curriculum within the setting.

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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