



Inspection Report

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Port Talbot

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

29/11/2023

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	17 July 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 feel very secure, happy, and comfortable at this setting. They have developed strong and positive relationships with the child minder and with their peers. Children make choices and decisions about how they spend their time and speak and express themselves with confidence.

There is a caring atmosphere, and the child minder meets children's individual needs successfully. They benefit from being cared for by an experienced, warm, and nurturing child minder. The child minder has high expectations and shares her values about learning and behaviour with the children.

Children receive care in a safe, clean, and secure environment. There is a good balance between keeping children safe from harm and supporting them to take risks. Toys and play equipment are age appropriate and in good condition.

The child minder manages the setting effectively. The child minder has appropriate documents, records, and policies to ensure the smooth running of the service. She understands her role and responsibilities. The child minder works appropriately with parents to give them information about the service and the children's well-being and care.

Children are very confident communicators. They ask questions and make requests, knowing that this will be valued and acted upon. For example, children asked if they could change the activity from a robin to a peacock and this was implemented by the child minder. Children can follow their own interests, and this is encouraged. They are thoroughly supported by the child minder when exploring their environment and activities.

Children are settled, happy, and relaxed throughout their time at the child minder's home. They confidently explore the resources and toys available to them. For instance, children enjoyed looking at the Christmas decorations and accessories the child minder had put out on display, showing respect whilst handling them. Children clearly have a strong sense of belonging, forming strong relationships and are very familiar with routines. They know where to go and the expectations of them. For example, after school children knew the routine while at the multi-use games area, waiting for permission from the child minder before going outside the fence.

Interactions between children and adults are consistently very good and children co-operate well. The children showed lots of respect towards the child minder and the toys and resources available to them. There are very warm bonds of affection and children react positively to each other. For instance, older child helped and encouraged each other during football.

Children are actively interested and engaged in their play and learning. They consistently respond positively to the child minder and the activities on offer, smiling and laughing as they play. Children are engaged for age-appropriate amounts of time. They show a great sense of achievement when undertaking tasks successfully. For example, one child proudly smiled as she helped dress the child minder with Christmas hats.

Children have many opportunities to initiate their own play. They can influence their tasks and activities because child led activities predominate. Children are given time to explore the things around them and are given freedom to adapt their play. They enjoy a good range of interesting opportunities, which develop their all-round skills. Children have some opportunities to develop independence skills. For instance, they are asked "*Can you put things away for me? Can you wipe your face?*"

Care and Development

Good

The child minder understands and implements policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She regularly reminds children about keeping safe, including when walking from school back to the house. She consistently supervises children and ensures children listen to her instructions. The child minder follows appropriate hygiene routines. The child minder is clear about her role in keeping children safe and confidently answered what she would do in a safeguarding scenario.

The child minder is consistently responsive; she listens to and respects children's views. The interactions are positive, demonstrating warmth and kindness. She uses age-appropriate strategies and is sensitive to the needs and experiences of individual children. For instance, while tidying up, she used both humour and distraction to ensure the children helped. The child minder is an excellent role model. For example, she consistently encourages the children to use 'please' and 'thank you', while using it herself with the children. She uses gentle tones and shows genuine interest in the children.

The child minder is aware of children's individual development. She regularly observes progress, and she keeps parents informed. She promotes children's learning by planning a range of activities, adapting it to suit the children's needs or interests and asking for the children's suggestions. For example, she creates a list of children's activity ideas based on a theme. She is committed to providing a broad range of play and learning activities including ones which develop their creative, imaginative, local environment and physical understanding. The child minder models activities to children, ensuring they understand the activity before allowing them to try for themselves. For instance, she modelled how to thread objects onto a pipe cleaner, speaking slowly and clearly with step-by-step instruction before telling the children to try themselves. She uses open ended questions, encouraging the children's curiosity and following their lead.

Environment

Good

The child minder ensures that the environment is safe, secure, and well maintained indoors and outdoors. She undertakes regular safety checks, as well as fire drills. The child minder offers a range of areas for children to explore and makes sure the children are aware of any areas they are not able to use. For example, children are not allowed in the kitchen without being asked and the children are very aware of this restriction. The child minder completes effective and accurate general and fire risk assessments, which are regularly reviewed and acted upon. She undertakes daily visual risk assessments and consistently supervises children.

The childminder offers an environment which has good indoor play space for children to move freely. They can use a dedicated playroom, downstairs toilet, lounge, and conservatory. Children can access nearly all areas independently, with the child minder giving support to the youngest children where there are risks. For instance, she makes sure to give a hand to the youngest child while she steps down into the playroom. The premises are welcoming, warm, and accessible to all. They are well maintained and offer opportunities for children to experience a range of activities and challenges. There is a good-sized outdoor play area which is well maintained and presents interesting opportunities for the children. Unfortunately, due to the recent bad weather, the outdoor area was not used during inspection. The child minder ensures children access outdoor play space as often as possible. She utilises local play areas and attractions to allow children to develop physical skills and learn about their local area.

The child minder offers children good quality resources and furniture. She has a broad variety of age-appropriate furniture, toys, and equipment available. For example, she has imaginative and small world toys for younger children as well as video games and challenging board games for older children. These were stored at appropriate levels allowing children to access them independently. The child minder provides some resources to promote children's curiosity about the wider society, promoting equality, and raising cultural awareness.

Leadership and Management

Good

The child minder is well organised and has a clear vision about her service. She maintains and shares an up-to-date, effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. The child minder reviews her policies often and ensures that these are largely implemented in practice. However, on the day of the inspection visit, some policies weren't fully followed. For example, one policy states that children will wash their hands after interacting with the dog, but this was not followed on one occasion. The child minder ensures that the required records are accurately kept including permissions, a contract, accident record and administered medicines. She has implemented all recommendations from her last inspection.

The child minder implements appropriate self-evaluation. She seeks and implements the suggestions of children and their parents/carers. The child minder produces an appropriate quality of care report which highlights what she feels she has done well and mentions how she wishes to improve her service. She has a good process when dealing with any potential concerns. She reviews her service and implement changes where needed.

The child minder has developed a culture of professional development. She has completed core training and completes other courses which support her work. For instance, she has completed a transition to play work qualification and an infection prevention control level 2 course. The child minder has satisfactory systems in place to update suitability checks using an annual Disclosure and Barring Service update check. She is aware of her responsibility to complete checks on household members over 16 years old. The child minder does not go over her maximum registered numbers and keeps a record of when children are in her care. However, on the day of inspection visit, the record of children attending did not show actual times of attendance. This was immediately rectified by the child minder.

The child minder's communication and engagement systems with parents are adequate. She keeps parents informed via electronic messages and daily verbal feedback. The child minder has a good working relationship with another child minder. Parents gave very positive feedback about the child minder. They told us she is flexible; their children love coming, she keeps parents informed and she 'does loads with the 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
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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)
Ensure all policies are fully followed and reflect current practice.

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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