



## Inspection Report

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**Swansea**



**Date Inspection Completed**

07/03/2024

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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	16 January 2023
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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

### **Summary**

Children have a good voice at this setting. They are confident to make choices, to speak and to express themselves. Children know their needs, preferences and feelings will be listened to. They enjoy free play and children are comfortable in their learning experiences. They have good opportunities to develop their independence skills.

The child minder works well to ensure children are safe and healthy. She is caring and responsive to children's needs and has developed suitable policies. The child minder promotes good behaviour and encourages positive interactions. She respects the children's choices and there are positive bonds of affection. The child minder provides a free-play learning environment and offers children an appropriate range of activities to promote children's developmental skills.

The environment is safe, secure and well maintained. It is homely and well decorated. Children have access to a range of good quality toys, resources and equipment that are appropriate and suitable for their needs. The outdoor area provides an additional learning environment, and the child minder ensures the children have access to various outdoor activities to promote their learning and development.

The child minder adequately manages her setting and has the required policies and procedures in place. She reviews her service appropriately and makes improvements where necessary. Parents speak very highly of her and are happy with the care their children receive.

Children communicate well at the child minder's home. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. Children are content and show enjoyment; they move freely between different activities, and they did not stop chatting throughout our visit. Children confidently express their needs and interests as they know they will be listened to. For example, the child minder responded warmly when a child asked her, *"Can you open this for me please?"*

Children arrive happy at the setting and move around with confidence. They have a strong sense of belonging and are familiar with the routines. Children are forming positive bonds of affection with the child minder and enjoy her company. They express themselves well, both verbally and through non-verbal cues. Children receive an immediate response to their requests and prompts, which means the children feel safe and valued.

The interactions between the child minder and the children 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 a fishing game together. Children are forming positive friendships with each other. For example, one child greeted another child when they arrived at the setting and was eager to show 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 a selection of games as well as the action figures, dolls, and trains. They also made a creative Easter picture using different resources. Children have opportunities to relax and enjoy quiet time. They are able to concentrate for an appropriate period of time for their age and stage of development.

Children have opportunities to learn how to do things for themselves including problem solving in their play, helping to tidy away the toys after activities, using the toilet and cleaning their hands. They develop their skills and independence in line with their age and stage of development. For example, children feed themselves at mealtimes, they use the toilet independently and they retrieve resources unaided. 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 us what that they had made with the Easter craft resources.

The child minder knows the children well and implements policies and procedures to ensure the children are safe in her home. She implements appropriate cleaning and hygiene procedures and encourages children to wash their hands frequently. The child minder maintains basic risk assessments which show that risks have been considered and minimised where possible, however she needs to develop these further to consider the different outings. The child minder is aware of safeguarding procedures and has updated her training to reflect this. She is aware of the procedures to follow if she has any concerns about any child. The child minder completes appropriate medication and accident forms, and she maintains the appropriate registers which are accurate and reflect the children's exact arrival and departure times. The child minder ensures that children's privacy and dignity is respected when children use the toilet.

The child minder manages interactions with the children well. They consistently receive meaningful encouragement from the child minder during their play, such as, "*You did it! Wow!*" The child minder treats the children with respect, and she has realistic expectations of their behaviour and developmental stage. She encourages the children to say 'please,' 'thank you' and 'pardon' and she praises them when they use their manners independently by saying, "*Well done! Thank you.*" The child minder manages children's behaviour well; encouraging the children to wait their turn and to be kind to their friends. She consistently implements her behaviour management policy, using positive reinforcement and distraction techniques. For example, she offered a different activity when a child started to get restless.

The child minder supports children's learning in a positive way and provides experiences to promote their development. For example, she plans outings and activities around children's individual needs and interests. However, she does not currently make formal records of her planning or the progress of children. The child minder 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 wider community experiences and regularly takes children on local days out. The child minder ensures she engages with the children appropriately during their play activities. She is clearly aware of their routines and habits and recognises when they are tired or hungry. For example, when a child was feeling unhappy, the child minder asked if they wanted a snack, to which the child responded "*Yes!*". The child minder sits with the children at the table for snacks and meals and to participate in some activities; encouraging them to socialise and engage with one another.

**Environment****Good**

The child minder is aware of her responsibilities to keep children safe and secure in her home. She ensures she has appropriate safety gates in place and all entrances and exits are locked whilst the children are present. The premises are safe, and visitors are signed in and out of the setting. The child minder has ensured her gas safety certificate is up to date and she maintains the environment adequately with satisfactory heating and ventilation. She has the appropriate insurances in place, practices fire drills regularly and maintains the relevant records. This ensures the children know what to do in the event of an evacuation.

The child minder ensures the premises are warm, welcoming and child friendly. Children have access to the living room, large hallway, kitchen and dining room. There is a smaller playroom where resources are stored but children tend to play in the dining room and the living room. They can safely explore the environment and be independent. It is light, clutter free and gives children space and freedom to move around. The child minder understands the importance of outdoor play to promote children's development as she discussed a range of outdoor activities which she undertakes to promote physical play. The outdoor area offers a range of play opportunities including sand and water play and a selection of ride on toys as well as opportunities for the children to plant seeds and develop their gardening skills. The child minder takes the children to the local park and play areas to spend time outside regularly.

There is a good range of resources and equipment available to the children which are well organised and in good condition. They are varied to keep children's interests and are sufficient in quantity to give children a choice. Children can independently access resources due to the low-level storage, furniture and equipment which supports their self-directed learning. Resources are age and stage appropriate to support children's individual needs, interests and development. For example, there is a range of craft resources, vehicles, dolls, games, construction toys, action figures and small world resources.

## **Leadership and Management**

**Adequate**

The child minder manages her setting adequately and has the required policies and procedures in place. She has a statement of purpose that provides parents with accurate information on the service she offers. The child minder has the appropriate qualifications and training suitable for the children in her care. She ensures her mandatory training is up to date including her first aid and safeguarding. She regularly completes additional courses that are relevant and support her in her role, for example, infection control. The child minder maintains the appropriate valid public liability and vehicle insurance.

The child minder has appropriate systems in place for gaining the views of parents, carers and the children in her setting. She successfully incorporates the positive feedback into her quality of care review. The child minder is committed to improving her service to achieve the best outcomes for children. She recognises what she does well and identifies ways in which she can improve her setting.

The child minder ensures that the relevant Disclosure and Barring Service (DBS) checks are in place for all household members, with systems in place to ensure they are updated in a timely manner. She has the appropriate contracts in place for the children in her care and maintains all the required records in relation to children's individual needs, including the relevant permissions. The child minder ensures she meets the appropriate ratios and prides herself on providing a reliable service.

The child minder is mindful of the importance of clear communication, engagement and working alongside parents and keeping them informed. For example, she keeps parents and carers up to date through messages and verbal communication frequently. She provides them with the relevant information to make choices about the care of their child, ensuring they are fully aware about all aspects of her child minding service. The child minder ensures she has meaningful conversations with parents, carers and outside agencies to ensure children's needs are fully met and further support is sought if required.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
20	The child minder has failed to ensure a correct Disclosure and Barring Service (DBS) certificate is in place for herself and her husband. Ensure correct suitability checks are undertaken.	Achieved
20	The child minder has failed to ensure a correct Disclosure and Barring Service (DBS) certificate is in place for all household members over the age of 16. Ensure correct suitability checks are undertaken.	Achieved

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)
Standard 4 - Meeting individual needs	Revise the additional learning needs policy to ensure it reflects recent changes in the law and current practice.
Standard 7 - Opportunities for play and learning	Develop appropriate records for planning, observation, and monitoring children's development.
Standard 24 - Safety	Develop risk assessments further to include outings and significant places of interest.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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