



Inspection Report

Catherine Curtis

Swansea



Date Inspection Completed

10/07/2023

About the service

| | |
|--|---|
| Type of care provided | Child Minder |
| Registered places | 10 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 26 May 2017 |
| Is this a Flying Start service? | No |
| Does this service provide the Welsh Language active offer? | This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 confident communicators. They are happy, settled and cope well with separation from their parents or carers. Children babble, smile, and interact with each other and adults. They are interested and engaged in their play and learning. Children are developing their independence skills well.

The child minder and assistant understand and implement policies and procedures to promote safety for children. They know children very well and have good knowledge of their needs. The child minder is aware of children's individual development and completes daily development records which are shared with parents. They provide a range of play and learning activities, indoors and out.

The child minder has appropriate policies in place and ensures the environment is suitably safe, secure, and well maintained. There are suitable risk assessments in place and regular checks are completed. The environment meets the children's needs and enables them to reach their full potential, both inside and out.

The child minder runs her service well and overall complies with the national minimum standards and regulations. The child minder has taken action to address any recommendations highlighted at the inspection visit and rectified them promptly.

Well-being**Good**

Children are confident communicators. They have good opportunities to make choices and decisions about what activities and resources they want to play with. We saw children able to choose to play inside or outside and if they wanted more food at snack time. Children who are non-verbal have their requests met. For example, when a young child pointed towards a doll to play with, this was immediately provided to them. Older children confidently support the child minder to choose spoons from the draw at snack time.

Children are happy, settled and cope well with separation from their parents or carers. They have positive relationships with each other, child minding assistant, and child minder. Children receive support and reassurance, having regular cuddles and comfort. They contently sit on the child minder or assistant lap when engaging in play activities. Their needs are recognised and are supported, for example when children are tired, they are comforted to sleep. Children are familiar with routines. For example, at mealtimes, during activities and outings.

Children express enthusiasm and enjoyment. They babble, smile, and interact with each other and adults. Younger children are beginning to cooperate with each other, for example during a musical activity, children played alongside one another singing and dancing whilst using a microphone. They are learning to share with support from adults. Children confidently explore the environment and engage in play opportunities both inside and out.

Children are interested in their play and learning. They follow their own interest and engage in activities of their choice. For example, when role playing with dolls and giving them a bottle of milk. Children confidently use an easel and chalk board to mark make, explore dried pasta in a messy play activity and use magnetic shapes and letters. They access a range of opportunities at the child minders home and in the local area, which promote their all-round development.

Children are developing their independence skills well. They support the child minder and assistant when tidying up and follow instructions, choosing activities or resources independently. Children feed themselves at mealtimes, competently using cutlery and are provided with support if needed. The child minder confirmed children support them in getting cereals, bowls and cutlery and placing them on the dining table at breakfast time.

Care and Development**Good**

The child minder and assistant understand and implement policies and procedures to promote safety for children. They attend child protection courses and are aware of their responsibilities to safeguard children, confidently answering safeguarding scenarios. Both the child minder and her assistant hold current first aid and food hygiene certificates. Appropriate accident, incident and medication records are maintained and signed by parents. The child minder and assistant have systems in place to meet allergies and dietary needs. Following the visit, documents now include further detail in relation to signs, symptoms and actions required. The child minder provides healthy meals and snacks for the children. Recently receiving a healthy snack celebration award from the local authority. Suitable cleaning and hygiene practices are in place. The child minder encourages children to wash their hands and they follow appropriate nappy changing practices. Highchairs and trays are cleaned and washed after use.

The child minder and assistant understand the behaviour management policy and implement positive strategies. They engage with children at their level, often sitting on the floor with them. They know children very well and have good knowledge of their needs. The child minder and assistant have strong relationships with children, regularly offering encouragement and praise. We heard them saying to children, “*Well done*” and “*Good girl/ boy*” and encourage children to say please and thank you. They both interact with warmth and kindness, giving children cuddles, engaging and interacting with them. We saw them playing peep-po with a scarf and role playing with dolls. The child minder and assistant are good role models. At lunch time, they sit at the dining table with children and eat lunch together promoting an engaging in an interactive social time.

The child minder is aware of children’s individual development and completes progress records which are shared with parents daily. The child minder and assistant share information on children’s achievements, such as children’s first words and learning to walk. They provide a range of play and learning activities, indoors and out. For example, we saw the child minder and assistant sit with children, interacting with songs, puzzles, and learning colours. Knowing when to support children and when to let children engage in play independently. The child minder supports children with the use of sign language through songs. She is aware of additional learning needs, with systems in place to monitor children and signposts parents to support if needed. The child minder accesses resources and professionals to further meet children’s individual needs if needed. They both promote the use of Welsh language, with colours, numbers and simple sentences being introduced. They celebrate a range of festivals and promote diversity through the resources available. The child minder confirmed children regularly go on walks and visit local parks, libraries, and groups.

Environment

Good

The child minder has appropriate policies in place and ensures the environment is suitably safe, secure, and well maintained. There is a front and side entrance with ring doorbells in

place, all visitors sign in. There are suitable risk assessments in place, which are updated and reviewed regularly when any changes occur. They are completed for regular venues and trips where the child minder attends. On-going visual checks are completed of the home environment. Regular fire drills are undertaken and recorded, and heating checks are in place. Cleaning routines reflect good hygiene practices. Stair gates are in place on the playroom door and at the bottom of the stairs.

Children have access to a playroom, dining room, kitchen, undercover outside area, garden, and upstairs bathroom. There is direct access into the undercover area and secure garden from the kitchen, which allows for free flow. A range of resources are available within each area of the home to allow children the opportunity to choose where they want to play.

The environment meets the children's needs and enables them to reach their full potential. Inside, there is a varied range of equipment available to children. The playroom has a variety of resources and equipment which is labelled and at low level for children to access. Anything out of reach is provided to children at their request. More equipment is stored within the outside area which children can access with support from the child minder, providing a range of equipment such as den building. The outdoor play space is secure, and provides play opportunities with a mud kitchen, tuff tray, mark making easel and small world play. There is also access to a low level outside sink for children to access hand washing facilities. Following from the secure garden area is a small growing area, where the children grow fruit and vegetables.

The child minder provides an interesting range of suitable quality, developmentally appropriate play and learning resources. There is a range of resources to ensure children have a variety of choice. For example, small world play, sensory activities, reading books, role-play activities and puzzles. There is suitable equipment for the ages of the children who access the service. For example, prams, highchairs, captain's chair, and travel cot. The child minder confirmed she has a range of car seats which are suitable for children from birth to twelve.

Leadership and Management

Good

The child minder runs her service well and overall complies with the national minimum standards and regulations. There are accurately maintained records. Registers are complete, with actual times of children's arrival and departure. Alongside, a daily record of who is caring for children and if any household members are present when minding takes

place. All household members and child minding assistants have up to date disclosure and barring service checks (DBS). The child minder has an up-to-date Statement of Purpose and keeps Care Inspectorate Wales (CIW) informed of any changes at the service via her online account.

Children have accurate and complete contracts, with a range of consent forms in place. Following the inspection visit, the information forms now include children's home language. The child minder reviews her policies regularly. Following the inspection these have been updated to reflect recent changes in legislation and guidance. The child minder has up to date certificates such as public liability insurance, ICO (Information Commissioners Office) and car documents.

The child minder reviews and evaluates her service. She has a recent quality of care report, with parental and children's views included as part of the review. She undertakes an annual development plan, reviewing her training and courses attended. The child minder is proactive in undertaking additional training and keeps up to date with the changes in guidance.

The child minder's assistants have staff files with an effective overview sheet. Nearly all are complete, however at the time of inspection, one did not include two references. Following the inspection visit the child minder confirmed the staff file was now complete. The child minder undertakes regular supervisions and annual appraisals with assistants. They feel well supported by the child minder and have frequent conversations and informal chats.

The child minder keeps up to date with mandatory training and uses recourses available to her through her memberships, undertaking training and accessing grants. She works with other professionals and has strong links within the local community. The child minder promotes positive partnerships with parents. Keeping parents up to date, with the use of private messages and verbal conversations at the start and end of the day. As part of the inspection process, we gained feedback from parents via online questionnaires. Comments were very positive, one stated *"Cath is an amazing childminder"* another, *"the child minder is very good at what she does and remains professional at all times whilst being able to effectively nurture and provide developmental opportunities for my child"* and finally *"my child is always eager to go to childcare and beaming when I go to pick them up. I am very happy with this service"*.

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 |
| 30 (1) (a) Sch3.05 | | Achieved |

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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