



Inspection Report

Ami Hopke

Swansea



Date Inspection Completed

23/05/2023

About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	19 October 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.

Welsh Government © Crown copyright 2023.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

<u>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children feel safe, happy and relaxed. They are confident and have a strong voice. Children's interactions with each other and with the child minder are good. They enjoy their play opportunities. Children develop good independence skills.

The child minder keeps children safe and adequately healthy. However, some policies and procedures are in need of updating to reflect current guidance. Her interactions with children are positive and caring. The child minder caters for the needs of individual children, and she knows their likes and dislikes very well.

The child minder ensures the environment is relatively safe, secure and well-maintained. However, there is an area for improvement in relation to the safety of resources outdoors. The property is welcoming with a suitable playroom and spacious outdoor areas.

The child minder has an appropriate understanding of her role and regulatory responsibilities. She has a satisfactory range of policies and procedures for the setting, which need to be updated. Safeguarding training also needs to be undertaken in order to be fully aware of current guidance. Partnerships with parents are positive and the child minder seeks views of parents regularly. However, there is no recent quality of care review for the setting, which is an area for improvement.

Children feel safe, happy and relaxed. They arrive at the setting content and settle immediately. For example, they ran through the door and went to access the blocks, balls and piano to play. Children have a close and positive relationship with the child minder. They laugh loudly as the child minder gives them a high five for organising the alphabet blocks. Children feel valued. They smile when they are given praise for building a tower of blocks.

Children have a strong voice. They feel confident when playing, as they can choose their own toys and resources. Children confidently express their feelings and know the child minder acts upon these promptly. For example, a child confidently helped themselves to an orange from the fruit bowl. Children's decisions and preferences are considered. They told the child minder that they wanted to access the outdoor area which was respected.

Children's interactions are good. They know each other well and play alongside each other comfortably. During free play, a child built a tower of blocks, and another child knocked them over, which they accepted very well. Children listen to instructions by the child minder. For example, they listen intently to the child minder telling them to be careful on the slide.

Children enjoy their play opportunities. They enjoy playing with the dinosaurs making roaring noises. Children show enthusiasm and good concentration during their play. They smile and show a sense of achievement when looking at the pictures, numbers and letters on the blocks, organising them accordingly. During outdoor play, children engage in role play using resources, the playhouse, and watering the plants. They play with balls and enjoy going up and down the slide.

Children develop good independence skills. They help themselves to food and drink independently. Children show that they can meet personal needs. They take their own shoes off and put them on to go outdoors. Children develop good vocabulary skills, and they recognise the alphabet and numbers. They know a variety of songs and they sing these as they play.

The child minder keeps children safe and adequately healthy. She supervises children closely as they play indoors and outdoors. The child minder manages some hygiene practices sufficiently. She washes her hands before preparing food for children and encourages children to wash their hands before eating. However, she does not sanitise tables before snack and mealtimes, does not use protective clothing and separate towels are not always available for children to dry their hands. Nappy changing is carried out on the bathroom floor; therefore, privacy and dignity is respected. However, there is no nappy changing mat and the policies and procedures do not include current infection prevention and control guidance. The child minder collects information on children's intolerances and dietary needs and acts on these effectively. She has a current paediatric first aid certificate and food hygiene training is up to date. The child minder's understanding on safeguarding and child protection is in line with her policies and procedures and meets requirements. She can confidently discuss potential safeguarding scenarios and knows who to contact if there was a child welfare concern. However, the child minder has not completed safeguarding training for a long time.

The child minder's interactions with children are positive and caring. She knows the children well. For example, she manages children's likes, dislikes and preferences as she engages in their play experiences. The child minder manages children's behaviours appropriately. She uses distraction techniques when children want the same play resources and offers them a different toy for them to play. The child minder uses positive encouragement through praise, sensitivity and understanding. She praises children for recognising words and completing their activities.

The child minder meets children's needs and preferences well. She recognises children's interests and acts upon these. For example, when a child brought her the Gruffalo story, she managed to engage the children well using her enthusiasm and creativity to tell the story. The child minder has good knowledge and understanding about the additional learning needs framework. Information on children's progress is shared with parents orally and by messages send on an online webform. The child minder recognises children's development, progress and next steps following discussions. There are currently no records of children's progress. She encourages free play, which is focused on the children's ideas and preferences, and has planned craft activities for older children.

Environment**Adequate**

The child minder ensures the environment is relatively safe, secure and well-maintained. The doors are locked and the fence and gate outdoors are enclosed and secure. The child minder keeps records of those visiting the setting. She regularly conducts fire drills and tests and updates the maintenance checks. Risk assessments for the indoor and outdoor area are routinely updated. Following the inspection, the child minder created risk assessments for outings, school runs and further risk assessments for the outdoor areas at the property. However, during the inspection some risks were visible in the outdoor area, which included some broken toys, sharp objects and electrical items. This is an area for improvement, and we expect the provider to take action.

The property is welcoming with a playroom and spacious outdoor areas. The playroom space is suitable with an organised range of resources. The child minder uses the garden and outdoor area regularly to give children the opportunities to explore and develop through play. She often takes children to the local library and parks. There are areas for children to relax and also opportunities for children to socialise and eat together at the kitchen table.

The child minder has appropriate resources and equipment for a range of ages cared for. Resources are stored at a level that is accessible for children, including some resources for older children, such as puzzles, crafts, games and Welsh or English books. There is sufficient space indoors and outdoors so that children can move around freely and develop physical, problem solving and language skills. There is a satisfactory variety of resources available to develop independence through play. The child minder has some multi-cultural resources such as books and toys to develop an understanding of cultures and diversity.

Leadership and Management

Adequate

The child minder has an appropriate understanding of her role and regulatory responsibilities. There is a statement of purpose which is compliant with regulation and has been updated during the course of inspection to reflect the current setting. The child minder agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as emergency first aid and activities. The child minder has informed Care Inspectorate Wales changes to the setting, and during the course of inspection, informed us of recent closures to the setting. Records of children attending the setting are detailed and accurate, and ratios are fulfilled.

The child minder has a satisfactory range of policies and procedures for the setting, which are regularly updated. However, the policies for nappy changing and additional learning needs (ALN) do not reflect current guidance and the child protection policy does not include reference to the 'All Wales safeguarding procedures.' The child minder's Disclosure and Barring Service (DBS) check is valid.

The child minder regularly receives positive feedback from parents for the way she runs the setting. However, there is no suitable arrangements in place to establish and maintain a system for monitoring, reviewing and improving the quality of care given to children. There is no quality of care report available. This is an area for improvement and we expect the provider to take action.

Partnerships with parents are good. Parents are very positive about the child minder and the setting. They feel their children are happy and make progress and supports the children's language needs in both Welsh and English through singing songs.

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
------------	---------	--------

16	Ensure suitable arrangements are made to evaluate and review the quality of care of the setting annually	New
25	The provider must ensure she has robust arrangements to evaluate and review the quality of care of the setting annually.	New

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 20 - Child protection	Ensure child protection and safeguarding training is regularly updated
Standard 10 - Healthcare	Ensure cross infection is minimised by sanitising tables before food and provide separate towels to dry hands at all times
Standard 10 - Healthcare	Ensure the policies and procedures for nappy changing reflect current infection prevention and control guidance
Standard 20 - Child protection	Ensure the policy for Child Protection includes reference the 'All Wales Safeguarding Procedures'
Standard 4 - Meeting individual needs	Ensure the Additional Needs Policy reflects the Additional Learning Needs (ALN) framework

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 20/07/2023