



## Inspection Report

**Jayne Mabbett**

**Swansea**



**Date Inspection Completed**

25/04/2023

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
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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<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

## **Summary**

Children feel very secure, happy, and comfortable with the child minder. They play freely, are contented, and confidently communicate their needs. Children choose toys and activities which interest them from the good selection available. They have opportunities to develop their independence and are supported and encouraged to do so.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She offers a range of free play opportunities and some planned activities for children to access independently or with support. The child minder manages children's behaviours successfully.

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises is welcoming, homely and well organised. The child minder provides a range of engaging resources, which extend children's play and development.

The setting is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. The child minder conducts a thorough quality-of-care review which drives improvement at the setting. She has a strong culture of continuous professional development and looks for ways to improve her practice.

**Well-being****Good**

Children are happy, comfortable and thoroughly enjoy their time at this setting. Children have a strong voice and feel comfortable to express themselves. They confidently chat and interact with us during our visit. Younger children are keen to engage us in their play experiences whilst older children are keen to tell us what they like about the setting. Children have opportunities to make choices and decisions.

Children positively engage and chatter away to the child minder, receiving nurturing and appropriate responses. Children feel safe, happy, and valued. They are very settled, relaxed and feel quite at home. Children display positive emotional bonds with the child minder and are completely at ease with her. They confidently seek reassurance and comfort from the child minder when they become upset. Children know the routines well. For example, older children arriving after school, line up at the patio doors ready for outside play. Older children know that they have to be careful when playing around younger children outside and respect these boundaries. Children are active and express enjoyment in their play and activities.

Interactions between children and the child minder are consistently good. Children cooperate well and are actively engaged and interested in their play and the routines of the day. Children are treated with respect and the child minder takes their views into account. For example, children agree to engage with a quiet activity while a younger child falls asleep, knowing that the child minder will then play with them outside. Younger children are learning to share and take turns and are supported in this process. Older children interact particularly well with each other. They enthusiastically play together following a day in school, enjoying each other's company.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, children engaged enthusiastically with a 'tap tap' box. They took turns to choose a prop and then sing a song about it. They sustained interest and displayed enjoyment, by singing and smiling. Children have many opportunities to initiate their own play. For example, younger children initiate a game of hide and seek. They are supported to make choices and the child minder plays along with them.

Children are well supported and encouraged in developing their independence. They are self-sufficient within the setting. For example, independently visiting the bathroom and competently washing their hands. Children are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and also raises their self-esteem.

**Care and Development****Good**

The child minder has a range of concise policies, which promote children's safety and well-being. Her safeguarding training is up to date, and she has procedures in place to safeguard children, appropriately and confidently answering child protection scenarios. The child minder promotes children's health successfully. She holds current first aid and food hygiene certificates. The child minder provides children with a balanced range of nutritious home cooked meals. There are organised systems in place to record accidents, incidents and medication administration. Effective hygiene practices are in place, with regular cleaning routines followed. Nappy changing procedures are appropriately followed. Safe working practices were observed when moving children to and from the car. However, the childminder did not have a written risk assessment considering all risks related to this activity. Two hazards were identified regarding safe working practices within the kitchen area. The child minder acted very swiftly to address this and updated her kitchen risk assessment accordingly.

The child minder has an appropriate behaviour management policy in place which details a positive strategy in relation to behaviour. She follows the policy and uses the management strategies consistently, praising children for their achievements. We heard her encourage and positively respond to children throughout our visit. She effectively uses negotiation and compromise and involves children in decision making. Positive behaviour management is a real strength of this child minder. She models the language associated with good manners and acts as a good role model at all times. The child minder engages successfully with children, whilst promoting their learning and particularly their self-esteem. Interactions are consistently positive demonstrating respect, warmth and kindness. People who use the setting told us, *"She is kind and nurturing, and fun with the children but also very professional and teaches the children about manners and rules."*

The child minder is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. The child minder keeps basic developmental records and has highlighted this as an area of her service that she wants to further improve and develop. She involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, she introduced interesting equipment and vocabulary when the children were engaged in an outdoor activity. The child minder uses some Welsh to further extend learning. However, she could use more incidental words throughout the day to further develop the use of Welsh at the setting. People who use the setting told us, *"My children have developed consistently while at (child minders). She plays age-appropriate games that strengthen their language skills, coordination and awareness of the world around them."*

## Environment

Good

The child minder ensures the environment is safe, clean, and very well maintained indoors and outdoors. The child minder keeps a record of the visitors to the premises. The outdoor

area is safe and secure, and the front door is locked once the children have arrived. She practises regular fire drills, so children are familiar with this routine. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are appropriate risk assessments in place for all areas of the house and garden.

The premises is welcoming, well organised, and homely. Children benefit from a dedicated playroom which is organised and full of resources. Within the playroom, there is low-level, accessible storage which children can easily access. Children have lots of floor space to play as they move between the playroom, spacious hallway (with a quiet reading nook under the stairs) and open plan living room. Children can move freely between outdoors and indoors and can easily access a downstairs bathroom which is clean, well maintained and child friendly. The child minder uses the outdoor play space often, it is extremely well maintained and organised. The childminder provides a wide range of engaging resources outside, which extend children's play and physical development. The resources include ride on toys, trampoline, slide, sea saw and football goals for older children to enjoy. The child minder has plans to further develop the outside area introducing planters for children to learn about growing vegetables and fruit.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The layout and design of the playroom and general environment promotes children's independence. The child minder makes sure that the children have access to a wide range of equipment that suit their age and stage of development. She accesses grants to purchase up to date, good quality equipment. For example, a mud kitchen and aprons, which benefit the children in her care. Diversity is encouraged through investigating and learning about celebrations from a range of cultures such as Diwali and the Chinese New Year. Engaging and interesting age-appropriate resources are available for older children who access the provision after school.

## Leadership and Management

Good

The child minder runs her setting well. She is very organised and keeps all the required records to a good standard. She is registered with a professional association for childcare and early years. A statement of purpose is in place which provides an accurate reflection of the service provided. The child minder has a range of accessible and beneficial policies in place. She is suitably qualified and has a clear vision for the future running of her setting. She has a strong culture of continuous personal development. For example, she has undertaken training on the Curriculum for Wales and recently completed balance bike training. Updating her practice in this way and a commitment to continuous development will positively benefit the children in her care.

The child minder reviews and reflects upon her setting and produces a comprehensive and purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The report looks at what works well and clearly targets areas for improvement. Targets are child led and the process of review clearly prioritises children as the focus of the process. The child minder engages positively with Care Inspectorate Wales (CIW), consistently and swiftly acting on recommendations in relation to her service.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal and private messaging. People who use the setting were positive about the level of handover information given and state that communication is very good. The child minder makes good use of her local community and environment engaging in interesting and stimulating trips, which benefit the children's development and learning. For example, frequent nature walks and visits to the local wetland centre.

Some people who use the setting have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, *"As a parent I am confident that my (child) is looked after to the highest standard, treated with respect as an individual and is cared for as if one of (the child minder's) own."*

### 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

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)
Standard 24 - Safety	To complete a risk assessment for trips and carrying out the school run.

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)
Further develop the use of Welsh within the setting.

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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