



## Inspection Report

**Kelly Matthews**

**Port Talbot**



**Date Inspection Completed**

25/01/2024

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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	20 February 2018
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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

### **Summary**

Children have a good voice at the child minder's home. They know the child minder will respond to their needs, preferences, and feelings, and children confidently make their own choices and decisions about what will affect them. They have good opportunities to develop their independence skills, follow their own interests and they enjoy taking part in the activities on offer.

The child minder works very well to ensure children are safe and healthy. She is caring and responsive to children's needs, creating a positive ethos whereby children feel valued. The child minder promotes good behaviour, encouraging positive interactions so that children interact well, co-operate and play happily together.

The environment is safe, secure and well maintained. The child minder encourages a free-play learning environment and provides a good range of resources and equipment to promote children's developmental skills. Resources and equipment are suitable for children's needs and enable them to play, explore and learn.

The child minder is organised and manages her setting well. She maintains the required records and has effective policies and procedures in place. The child minder works with an assistant who supports her in her role. She reviews her service annually and considers improvements to ensure she promotes positive outcomes for children.

## Well-being

Good

Children have a strong voice. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. Children move freely between different activities and feel safe, happy and comfortable in the child minder's care. They are extremely content and settled and show enjoyment; they did not stop smiling and giggling throughout our visit.

Children are settled and happy. They are forming positive bonds of affection with both the child minder and her assistant. Children enjoy their company and seek comfort and reassurance from them when they are upset; confidently expressing themselves. They receive an immediate response to their requests and prompts. For example, when a child asked for help with some resources, the child minder responded and helped them to find what they wanted. Children enjoy the child minder assistant's involvement in their play and spontaneously invite her to join in.

Interactions between the children and the child minder and her assistant 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 on the floor together. Children have a sense of belonging and are beginning to form friendships with each other. For example, one child greeted another child and joined them in their activity.

Children are motivated and engaged in their play and learning. They confidently participate in directed and self-directed activities. During our visit, the children chose to play with the blocks, the cars, the dolls, some stacking resources and musical instruments. They also chose to read books. Children play appropriately for their age and stage of development, they listen and play cooperatively, sharing resources, negotiating, taking turns and follow direction from the child minder well. For example, when the child minder prompted a child to wait until their friend had finished before having their turn with an instrument, the child responded, "Ok" and waited patiently.

Children have opportunities to develop their skills and independence in line with their age and stage of development. This enables them to do some things for themselves successfully, for example feeding themselves at mealtimes and retrieving resources independently. Children gain a sense of achievement from what they do and are very proud of themselves. They are eager to share their successes, for example one child was excited to show us the track they had made with the cars.

## Care and Development

Good

The child minder is aware of her responsibilities to keep children safe and healthy. She implements appropriate cleaning and hygiene procedures and encourages children to wash their hands. The child minder has received a visit from environmental health, and she maintains her food hygiene training, safely providing healthy food options for the children. The child minder has appropriate risk assessments in place which show that risks have been considered and minimised where possible. She 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 ensures she records the accurate arrival and departure times of children and visitors on the appropriate registers.

The child minder and her assistant manage interactions successfully. They are positive role models, treating children with kindness and care. The child minder praises children for their efforts and accomplishments which promotes their confidence and self-esteem, *“Well done! You are clever!”* She encourages the children to say *“Please”* and *“Thank you”* and consistently engages with them in a warm and nurturing way. The child minder follows her behaviour management policy, managing children’s behaviour well through positive reinforcement and praise. She encourages children to wait their turn and to be kind to their friends. Children are confident to approach the child minder if they are unhappy. Some children seek extra comfort and support, and the child minder responds warmly to them. For example, *“Oh thank you, I love your cuddle!”*

The child minder is knowledgeable about children’s development. She supports their learning effectively by planning appropriate activities for them. The child minder assesses children’s progress frequently and monitors their learning and development through using appropriate records. She mainly provides a self-directed learning environment where children follow their interests by choosing where they want to play and what they want to play with. The child minder extends children’s learning by engaging with them appropriately during their play activities. She is clearly aware of their routines and habits and recognises when they are tired, hungry, upset or they need a change in activity or location. For example, when one child became restless the child minder recognised it was time to go out and therefore encouraged the child to tidy up and put their coat on. The child minder recognises the importance of community experiences and being outdoors, and regularly takes the children into the outdoor environment to support their learning and promote positive outcomes.

## Environment

Good

The child minder uses relevant systems to ensure her home is safe and secure for the children. She uses safety gates appropriately and ensures all entrances and exits are locked whilst the children are present. The child minder identifies risks to children and eliminates them as far as possible. The child minder ensures the premises are warm, welcoming and child friendly. She maintains the environment well with satisfactory heating and ventilation. Her gas safety certificate has expired, however during the course of inspection the child minder addressed this promptly. The main play area is light, clutter free and children have plenty of space and freedom to move around.

The child minder acknowledges the importance of outdoor play to promote children's development. For example, she discussed a range of outdoor activities she undertakes to promote physical play. The outdoor area offers a range of play opportunities; however, it was not in use on the day of inspection due to the unfavourable weather making it unsafe. The child minder takes the children on local walks to ensure they spend time outside regularly. She ensures that children can independently access resources by providing low-level storage, furniture and equipment to support their development and independent learning. Children confidently ask the child minder for help if they cannot reach any resources. She supports them to be able to see what is on offer so they can choose for themselves what they want to do.

The child minder ensures children have access to a wide range of resources that are of good quality and are age appropriate. They are varied to keep children's interests and are sufficient in quantity to give children a choice. For example, there are craft items, dolls and accessories, a variety of cars and other vehicles including different tracks, and there is a good selection of books, jigsaws and games which include multi-cultural resources. There is also a range of construction resources. The child minder sits with the children for snacks and meals and during activities to encourage them to socialise and engage with one another.

## Leadership and Management

Good

The child minder is aware of her roles and responsibilities as a provider. She has appropriate policies and procedures in place which she implements in the setting. They contain all the relevant information, and the Statement of Purpose accurately reflects the child-minding service so parents are able to make a fully informed decision about putting their child in the child minder's care. She has valid public liability insurance, and she maintains all the required documents for her vehicle. She undertakes regular fire drills and records them appropriately.

The child minder has effective systems in place to collate the views of parents, carers and children in her setting. She successfully incorporates the positive feedback into her quality of care review. The child minder recognises what she has done well, and she identifies areas of her service she would like to develop. The child minder considers further training opportunities in her review, to support her in her role. She is committed to improving her service to achieve the best outcomes for children.

The child minder has an assistant who supports her in her role. The relevant suitability checks are in place; however, one DBS certificate for a household member had expired at the time of our visit. The child minder submitted an application to renew it promptly. She has appropriate contracts in place for the children in her care and provides a reliable service. The child minder maintains the relevant permissions from parents and regularly reviews her paperwork.

The child minder is aware of the importance of clear communication, engagement and working alongside parents and keeping them informed. The child minder has a good relationship with parents who use her service. For example, she supports parents and carers by having meaningful conversations about their children's needs and supports them to get any additional help that may benefit them. She keeps parents informed about all aspects of her child minding service and provides daily feedback on the children's time with her verbally, through messaging and through using individual diaries. The child minder is committed to ensuring all children receive good care to meet their individual needs.



### 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 13 (Child Minder) - Suitable Person	R1. To ensure the relevant mandatory checks are completed on time.

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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**Date Published** 21/02/2024