



Inspection Report

Christine Owens

Swansea



Date Inspection Completed

19/07/2023

About the service

| | |
|---|---|
| Type of care provided | Child Minder |
| Registered places | 6 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Manual Insert] 22 November 2017 |
| Is this a Flying Start service? | Manual Insert] No |
| Does this service promote Welsh language and culture? | 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> | Excellent |
| <u>Environment</u> | Good |
| <u>Leadership and Management</u> | Excellent |

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

Summary

Children confidently communicate their wishes, and their needs are fully considered. They have good opportunities to make choices and their interests are valued. Children feel happy and settled and have formed close relationships with their friends and with the child minder. They are active in their play and express enjoyment whilst developing their independence skills.

The child minder implements robust policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She effectively manages risks and is very knowledgeable in her responsibilities to protect children. The child minder plans an excellent range of activities and ensures that children are supported in their learning.

The child minder has effective risk assessments in place to ensure that children are safe. She ensures the environment is secure and very well maintained. The child minder has good health and safety measures in place and minimises risks to children.

The child minder has exceptional understanding of regulatory requirements and ensures that all mandatory training is completed regularly. She has established strong partnerships with parents and works hard to ensure that children are nurtured within a safe and stimulating home environment.

Well-being

Good

Children confidently communicate their wishes, and their needs are considered. They have good opportunities to make choices and their opinions are valued. For example, following lunch, children leave the table and move to areas where they wish to play such as the tuff tray with magnetic fishing rods. Children move freely around the play space and have access to all resources.

Children feel secure and safe. They are happy, settled, and comfortable in their environment. Children enjoy the consistency of the daily routine as this supports their individual needs. Children adapt quickly to having visitors around. During our visit, children were keen to include us in their activities, offering a cookery book for us to choose a recipe. They were eager to make different foods for us in the pretend kitchen. Children enjoy the relaxed atmosphere during lunch and the opportunity to socialise together around the table.

Children interact consistently between themselves and the child minder and cooperate and engage well. Children are interested and supportive of each other's needs. For example, one child was able to safely reach up to the accessible kitchen worktop and pass the water beakers to the other children. Children have a sense of belonging and enjoy knowing what is happening next. For example, when the doorbell rings, all the children are excited to see who is at the door. Bonds of affection and attachment are evident. The children are excited to spend time with the child minder.

Children are engaged and are active in their play. They express enthusiasm and enjoyment whilst learning and participating in a good range of interesting and stimulating play opportunities. For instance, children sing and count aloud as they focus on the musical jigsaws and baskets of cars, aeroplanes, helicopters, and fire engines. Children initiate their own play, for example, they enjoy being able to open the chinks and work together on the easel. We saw one child writing their name and receiving praise, boosting self-esteem as they smiled with delight. Children enjoy a range of activities such as the magic mat where they focus on the shapes that appear as they add water. We saw how they excitedly realised that a bird had landed on the conservatory roof, expressing their delight when they heard the bird's footsteps and saw the shadows it created.

Children experience age-appropriate activities and a range of purposeful resources, enabling them to confidently follow their own interests. They take their time to eat their food, taking their bowls to the kitchen worktop when they have finished. They make decisions, explore their environment, and develop their problem-solving skills, such as when using a resource with latches and padlocks. Children enjoy using child size hoovers and we saw them busily vacuuming and dusting. Children are independent in their use of the toilet and washing their hands. They are familiar with this routine and enjoy the independence of going upstairs to the bathroom.

Care and Development

Excellent

The child minder understands and implements excellent policies and procedures to promote well-being, physical activities, and personal safety. She effectively identifies and

actively manages risks, and the children in her care receive consistent responses and reactions. The safeguarding policy and procedures are clear, and her training is up to date. The child minder explained the nappy changing procedure appropriately in line with her policy. The child minder has carefully practiced routines for managing allergies and is very knowledgeable regarding practice and procedures. She keeps clear records of all accidents ensuring that information is signed correctly by parents. The child minder prepares healthy and nutritious snacks for children and promotes the principles of healthy lifestyles. She is very aware of the individual needs of all the children in her care and has cared for them for a long time.

Interactions between the child minder and children are consistent, demonstrating warmth, kindness, respect, and trust. The child minder is sensitive to the needs and experiences of children and ensures that she supports their individual development. The child minder has established excellent bonds with the children in her care and we saw her reassuring children when they required support or affection. The child minder sits with children during story sessions ensuring that children can choose their own story books. She has developed her practice to ensure that story sessions offer relaxing and purposeful literacy experiences. The child minder has an excellent understanding and is knowledgeable of every child's stage of development. She is an exemplary role model and has created a busy and happy learning environment.

The child minder promotes children's play, learning and development by ensuring that the daily routine offers flexibility as well as planned and stimulating activities. The child minder keeps effective childcare daily diaries for those who request them. We were able to see examples of completed accounts which included learning areas, achievements, nappy changing or toilet trips, meals and snacks and messages to parents. The child minder keeps detailed individual children's files, which record each child's timeline and journey whilst in her care. These include observations, "WOW" moments, a developmental log and evidence of activities and skills that have been completed and achieved independently. For example, we saw photographic evidence of children completing wooden puzzles, experimenting in the sensory tuff tray, experiencing playdoh, and decorating a crown, with parents signing each entry. The child minder completes detailed progress reports and writes about visits such as a trip to the park. The child minder told us that she ensures that the experiences that children have in her care are all focused on play based learning. She carries out regular observations and plans for next steps of development, keeping detailed records for parents.

Environment

Good

The child minder has effective measures and policies in place to ensure the safety and welfare of children in her care. She ensures that the environment is safe and secure both

indoors and outdoors. The child minder offers a welcoming and homely environment with clear hygiene practices in place. She ensures the environment is well maintained and that heaters are covered. The room is light, warm, and ventilated. The child minder ensures that fire drills and evacuation processes are carried out and all records and logs are up to date. She ensures all other environment and building safety checks are completed and documented correctly. The child minder uses a vehicle to transport children during school pick-ups and vehicle documents are all in order and correct. She keeps a visitors' book safeguarding children whilst caring for them. The child minder keeps a comprehensive file of required safety documents, procedures, valid certificates and health and safety policies and ensures that these are reviewed and updated. The child minder keeps a very organised diary where she documents children's attendance and any information that relates to the setting such as fire drill dates, risk assessment dates and service renewal dates. The child minder ensures that all children are signed in and out as well as documenting daily who will be collecting children from the setting.

The child minder provides a lovely indoor play environment for children to move freely, and the safe and enclosed outdoor space is used as often as possible. She has effective risk assessments in place, which are reviewed as and when new resources are introduced or when new trips are planned. The child minder supervises children and understands levels of risk, acting on these accordingly. The child minder has carefully designed a purposeful layout within a conservatory at the rear of her home. She ensures this space is tastefully decorated as an inviting play area, which is immaculate, safe, and enclosed. She ensures that areas are separated with safety gates.

The child minder organises a stimulating play space which is filled with a range of high-quality play resources. These offer opportunities and experiences for imaginative and creative play such as a wooden play kitchen and activity table and easel. The child minder ensures that children have access to low shelving units which store a range of jigsaws, puzzles, and toys. She provides an area where there is a soft rug for sitting to enjoy a range of books and a comfortable sofa for quiet times. Children safely access and use a good range of resources from around the playroom. The playroom leads to the enclosed rear garden, offering a sheltered area, barked area, double swing, small playhouse, pirate ship and see saw. The garden includes a mud kitchen, trikes, cars and slide. The child minder promotes the Welsh language and we saw a range of framed posters at children's eye levels such as *Iliwiau, teithio, pobl sydd yn helpu ni*.

Leadership and Management

Excellent

The child minder has an exceptional understanding of regulatory requirements and keeps an up-to date statement of purpose which accurately reflects the service. She keeps a comprehensive file of policies and procedures which exceed the National Minimum Standards, with these being reviewed annually or as and when required. The child minder

fully complies with regulations and consistently ensures that requirements are met, documenting these in an organised way. All aspects of paperwork are extremely organised. For example, children's files, accident, and incident documents are all up to date. The child minder ensures that she regularly reviews all documents to ensure that information is up to date and that all records requiring consent are completed.

The child minder completes an annual quality-of-care report which reflects the views of parents and children. She ensures that she listens and carefully considers the feedback in order to maintain standards, implement improvements and ensure further developments to the setting.

The child minder ensures that her own continuous professional development is maintained through fulfilling a comprehensive training programme. She ensures that all mandatory training is kept up to date such as food safety and first aid. In addition, training such as infection prevention, data protection and prevent have been completed in order to introduce further robust practices to the setting. The child minder is extremely experienced and knowledgeable and has established an excellent system to ensure she is compliant in all aspects of the care that is provided. She ensures that records and evidence of updates are signed by all parties and stored confidentially. The child minder works hard to ensure that all children are nurtured within a safe and stimulating home environment.

The child minder provides a safe and reliable school pick up service and has established strong partnerships with parents. Parents told us that they are extremely pleased with the setting and with the opportunities their children experience with the child minder. Parents said that the child minder is very reliable and that their children are always happy arriving. The child minder ensures that she communicates regularly with parents using a daily app. She ensures that the children in her care experience a range of exciting trips to local parks. The child minder documents these outings so that parents can see evidence of their children's experiences.

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 |
|-----|--|-----|

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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Date Published 04/10/2023