



Inspection Report

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Swansea



Date Inspection Completed

28/09/2021

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About the service

Type of care provided	Child Minder
Registered places	7 - Maximum registered places 12
Language of the service	English
Previous Care Inspectorate Wales inspection	20 January 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

Summary

Children are happy and settled in the child minder's care. They have a strong voice. Children's interactions are good. They develop a good confidence and self-esteem. Children are developing good independence skills.

The child minder follows appropriate procedures to keep children safe. She knows the children well. The child minder manages children's behaviours well and is a good role model. She provides suitable resources to keep children entertained, engaged and happy.

The child minder ensures the environment is safe, secure and well maintained. The property is clean, warm and welcoming. There is sufficient indoor and outdoor space for play and rest and a good range of toys and resources for the age and stage of children cared for.

The child minder runs the setting well, and she is organised. Record keeping is effective and she annually reviews the quality of her child minding setting. The child minder and her minding staff are suitably qualified and experienced childcare practitioners. However, not all suitability checks are complete for staff. Partnerships are very good.

Well-being

Children are happy and settled in the child minder's care. They are happy to approach the child minder for support and play freely with the toys on offer. Children confidently ask for support. For example, they ask the child minder for her support to press buttons in order to make a musical song on the moving toy. Children sing as they rock back and forth on the rocking horse. Children often approach the child minder for a cuddle during story time and when playing toys.

Children have a strong voice. For example, children who want to open their cheese wrapping independently are respected, and are able to do so without support. Children feel their preferences are listened to. Children who choose to take their comfort toy on the school run are allowed to do so. Children confidently approach the child minder for support. Children choose storybooks for the child minder to read, and they enjoy looking at pictures in their personal record books together.

Children's interactions are good. During lunchtime, the children chatted to each other, excitedly discussing what foods they had in their lunchboxes. Children develop good confidence and self-esteem. They proudly show artwork they have made. Children share resources, sometimes with prompt from the child minder and at other times without prompt. For example, they wanted the same toy camera and a child voluntarily gave it to another child as they knew they wanted it. Children are developing good manners at a very young age. They say 'thank you' and younger children say 'ta' when other children share a toy with them.

Children excitedly enjoy the activities on offer. For example, when children play with the blocks, they celebrate by shouting "*Look!! Mine is so big!!*" Children engage in activities for a long time. They eagerly run to the tuff tray when they see the scientific resources and colours available for them. Younger children play with the soft toys and musical instruments with the careful supervision of the child minder.

Children are developing good independence skills. They access and use the toilet independently and wash their hands. Without support, children at a young age wear their own wellies and place their own coats and bags on hooks provided. Young children use low-level furniture to pull themselves up to stand and older children manage to balance on balance beams indoors. At lunchtime, children independently attempted to open their cheese packaging, ate their finger foods and young children feed themselves with a spoon to eat yoghurt. Children show good fine motor skills and enjoyed painting with autumnal colours.

Care and Development

The child minder follows appropriate procedures to keep children safe. Her understanding of child protection and safeguarding is good. She responds well to potential scenarios. The child minder keeps a record of incidents and accidents, including times and dates. However, it is not clear on the forms whether these have happened at home or at the service. During the Covid-19 pandemic, she keeps the transmission of infection minimal, for example, she sanitises all areas before food. She sanitises hers and children's hands on entry to the premises. The child minder follows her nappy changing procedure as noted in the policy. She uses separate changing mats for each child and washes her hands after each change. However, appropriate personal protective equipment (PPE), for example, the use of gloves and apron are not included in the policy, and therefore not used to change the children in accordance with infection prevention and control guidance. Parents of children attending the setting supply food for children. The child minder encourages children to drink water at lunchtime and at all times during free-play. The child minder and child minding assistant have up to date paediatric first aid training. The child minder has a current food hygiene certificate and recent child protection and safeguarding training. The child minder had an awareness and policy on the prevent duty in relation to awareness of radicalisation.

The child minder knows the children well. She has positive and close bonds with the children. For example, a child that had recently started at the child minding setting was fully settled and confidently happy. The child minder knows the children's preferences and makes sure that those wanting to complete tasks independently have time to do so. For example, before the school run, she ensures children had time to wear their own wellies/coats in their own time, as requested by the children. The child minder manages children's behaviours well. She distracts children who want the same resources by explaining sharing and offering another toy to the children to share. The child minder encourages children to be aware of their surroundings by prompting them to be careful with the rocking horse whilst others were crawling on the floor. The child minder is a good role model. She prompts children to say 'thank you' and praises them for doing so.

The child minder provides suitable resources to keep children entertained, engaged and happy. When the child minder showed the children how to balance on the floor balance beams, the children laughed hysterically as she used her arms and hands too. During our visit, the child minder promoted language development by telling stories and pointing out animal names, colours and other objects and singing songs with the children. She also sings nursery rhymes and songs to children. For example 'London bridge' and 'Five Speckled Frogs'. The child minder plans weekly activities to develop a range of skills, which include trips out to the local area, craft activities, physical activities, puzzles and sensory play. The child minder records children's progress by keeping a daily diary of pictures, activities and children's achievements.

Environment

The child minder ensures the environment is safe, secure and well maintained. Security is suitable, for example, the doors are locked at all times. Regular fire drills are in practice and fire safety checks are complete, as a part of a daily risk assessment. The child minder ensures that she completes property maintenance checks. The child minder organises cleaning routines twice daily along with a daily risk assessment of the property, which are currently not recorded. The child minder regularly updates risk assessments for areas indoors, outdoors and on outings such as trips and school runs. The child minder regularly updates a Covid-19 risk assessment.

The property is warm and welcoming with a bright and spacious play room/conservatory area at the rear of the building looking onto the decking and garden. A celebration of children's artwork is on display in the playroom area and resources are at a low level and accessible, for children's ages and stages of development. There is a dining and sofa area for rest and relaxation times. There is a toileting area near the child minding play space, which enables children to access a potty, step, liquid soap and separate towels for each child. There are travel cots available but the child minder told us that current parents had requested that they prefer children for their children to sleep in buggies or in the car and then transferred to a buggy on arrival back at the house.

The outdoor space looks out from the conservatory with an enclosed decking area. There is a swing; slide and trampoline with a separate decking area. Indoors, there is sufficient space for children to move around freely. There is a good variety and choice of resources. For example, puzzles, role-play, books, art resources, small world play and separate playdough available for children. Cultures and Diversity resources are available for children, which include activities for Chinese new year arts and crafts and multicultural books. During weekly visits to the library, the children have access to Welsh books.

Leadership and Management

The child minder runs the setting well, and she is organised. There is a detailed updated statement of purpose, which has been updated during the course of inspection, which is compliant with regulations and meets the national minimum standards. Record keeping is organised. For example, there are contracts, permissions and information on individual needs of children. The child minder has not registered with the information commissioner's office. The child minder has a current public liability insurance and car documents are valid. All Disclosure and Barring Checks (DBS) are in place for all those living and working at this setting. Policies and procedures are in place.

The child minder completes an annual review of the service. She seeks views of parents and children through questionnaires. The people using the service are very positive and complementary of the service provided and views and ideas are included in the aims for the service within the review of the service.

The child minder and assistant are both experienced and qualified childcare practitioners. The child minder has sought some recruitment checks for the newly appointed child-minding assistant. However, references for the child-minding assistant are not in place. While no immediate action is required, this is an area for improvement and we expect the provider to take action. The child minder conducts regular oral supervisions with the child-minding assistant to discuss training opportunities and discussions about her role.

Partnerships with parents are very good. Parents told us *"My child loves it! My child immediately settled and loves going there!"* When asked about the care provided by the child minder, parents told us *"She's brilliant! More than happy with her. They are either doing activities in the child minders home or they are out about"* The child minder shares updated information with parents daily. The child minder uses an online app to update photos and to share feedback with parents. She also keeps a daily record of children's progress and details of care, which includes photos of the children. Parents told us that policies are shared with them. The child minder has strong links with the local community. The child minder regularly takes children to the local park, visitor attraction 'Plantasia' to see plants, animals and insects, and a weekly visit to the local library.

Recommendations to meet with the National Minimum Standards

R1. Clearly record where existing and current accidents have happened.

R2. Update nappy changing procedures in accordance with infection, prevention and control guidance on personal protective equipment whilst nappy changing.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

The child minder has not obtained references for a staff member prior to their employment.	Regulation 28 (2) (a) [ii] Sch2.11(l)
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The area(s) identified above require improvement but we have not issued a priority action notice on this occasion. This is because there is no immediate or significant risk for people using the service. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

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