



## Inspection Report

**Jennifer Light**

**Swansea**



**Date Inspection Completed**

05/03/2024

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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	5 March 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.

<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>Adequate</b>

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

### **Summary**

Children feel safe and happy at this setting. They feel comfortable, relaxed and their choices and preferences are valued. Children's interactions are very positive. They enjoy their play and learning activities. Children's independence is developing well.

The child minder keeps children safe and healthy. She ensures children have plenty of outdoor activities. Interactions between the child minder and children are very good. The child minder promotes children's play, learning and development well and recognises her observations and next steps need to be recorded.

The child minder has policies in place and ensures the environment is suitably safe, secure, and well maintained. She provides a range of play and learning resources to ensure children have a variety of choice. Resources are of good quality and condition.

The child minder runs the setting well, and she is organised. She seeks views of parents and completes an annual quality of care report for the child-minding setting. The child minder is a well-qualified and experienced childcare practitioner, who seeks areas of continuous development and training. The child minder has acted promptly regarding some recommendations discussed during the inspection. However, improvements are still required in relation to some important aspects of leadership. Partnerships with parents are good and she now understand the importance of communicating with CIW.

## Well-being

## Good

Children have a strong voice. Their choices and preferences are valued. For example, children shared ideas about where they would like to visit with the child minder on the weekend. Children are confident communicators and make their own decisions about their play. They confidently told the child minder they wanted a snack and what they wanted to play. Children feel their needs are appreciated.

Children positively engage and chatter away with the child minder, receiving nurturing and appropriate responses. Children feel safe and happy. 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 feel a sense of achievement and pride in what they do. For example, when they finished creating their puppet theatre they celebrated saying *"this looks so good!"*. They gave a huge smile when they were told by the child minder how much she enjoyed looking after them. Children feel a sense of belonging and have good bonds with the child minder and their work and photos are displayed in the child minder's home. Children show good manners and respect towards others. They politely say 'please' and 'thank you' when given resources and support through play.

Children's interactions are positive, they engage well with the child minder. They smile and laugh as they chat with the child minder and play happily with her. They enjoyed the child minder giving them 'high fives' to celebrate achievements. Interactions between the children are also good. They shared the dinosaurs and used their imagination when they role played the ice cream shop with puppets. Children listened to instructions from the child minder. For example, when she encouraged them to help her tidy up after a craft activity.

Children enjoy their play and learning activities. They excitedly laughed as they read a story together. They have good opportunities to initiate their own play and to influence their activities. Children can access toys that interest them and choose what to play with. The child minder takes into account individual interests and provides resources to enhance their experiences. For example, children enjoy visiting the local woodlands, and the child minder told the children she had bird seeds ready for the walk on the weekend

Children's independence is developing well. Children are able to count objects in English and with encouragement from the child minder, in Welsh too. Children help themselves to water independently. Children are actively encouraged to participate in the decision-making process with regard to how they spend their time at the setting. This encourages children's independence and raises their self-esteem.

## Care and Development

Good

The child minder keeps children safe and healthy. She ensures children have plenty of outdoor and physical play during the week and on weekends. Children bring in their own packed lunch and the child minder provides snacks and drinks. Children sanitize their hands before having a snack at the table. The child minder ensures children wash their hands after toileting and have separate paper towels. The child minder is confident about her responsibilities to protect children. She responded well to safeguarding scenarios and understands the procedures well. Mandatory training is regularly updated. She has completed timely paediatric first aid and safeguarding training and is in the process of completing her food hygiene training. The child minder has not administered medication for several years and explained there has been no accident or incident whilst the children have been in her care. She has an accident and incident file and a separate exsisting injury book in place since the last inspection.

Interactions between the child minder and the children are very good. There is a positive relationship between her and the children. She manages children's behaviour and individual needs very well. She encourages children to share and to be kind. The child minder praises good behaviour and promotes their self-esteem well. The child minder also praises their achievements when creating cards, performing a puppet show and for good listening during a storytelling activity. The child minder enhanced the children's role play by introducing resources and puppets, new vocabulary and role modelling good manners. For example, towards the end of the activity, children would use language such as *"May I have a scoop of ice cream please?"* and *"Thank you, your order is coming right up!"*. Interactions are positive demonstrating respect, warmth and kindness. This is a real strength of the child minder and she describes her setting as a 'home from home' for the children.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She is aware of the children's individual development. However, she does not maintain written developmental records. The child minder is keen to develop this aspect of her service and is aware of the benefits of recording such information. She knows the children very well and has a good understanding of each child's individual needs and routine. The child minder currently uses simple Welsh phrases with the support of learning resources and also provides children with books and toys which promote the Welsh culture.

The child minder ensures the environment is generally safe, secure and well maintained. Stair gates are situated by the kitchen door. She uses a visitors' book to sign people in and out of the premises and identification badges are checked on arrival at the setting. The child minder provides a homely environment. She has developed appropriate risk assessments, which are reviewed regularly. However, risk assessments for outings are not specific to the venue. Regular fire drills are undertaken and recorded and include comments from the child minder and the children. During the course of the inspection, the child minder has also provided a fire risk assessment for the setting. Heating checks are in place and cleaning routines reflect suitable hygiene practices.

The property is clean and welcoming. The toilet is situated upstairs and the child minder ensures that she supervises the younger children when using the stairs. There is a play area dedicated for children and there are suitable and accessible resources for the ages and stages of children attending. The child minder organises the environment appropriately to provide a suitable range of play opportunities and space suitable for the age ranges cared for. The outdoor garden is temporarily out of bounds but the child minder has compensated with regular outings in the fresh air.

The child minder ensures children can access a variety of age-appropriate furniture, toys, and equipment. The child minder provides a range of resources for the children, including creative, role play, language, and small world resources. There are plenty of toys to keep the children's interest, most of which are at low level for children to access. The child minder told us anything out of reach or stored away is provided to children at their request. There are resources such as books and dolls that promote an awareness of different cultures and diversity.

## Leadership and Management

Adequate

The child minder is organised and runs her service appropriately. During the course of the inspection she submitted an updated and satisfactory statement of purpose which reflects the service provided and meets the National Minimum Standards. The child minder has a range of basic policies in place, which are reviewed annually. Following the inspection visit, the child minder has amended her safeguarding policy which now includes all regulatory requirements. However, the Additional Learning Needs (ALN) policy is brief and requires a full review. The child minder has arranged to complete specific ALN training, which will support her when reviewing her policy in line with the current legislation. Children have accurate and complete contracts, with a range of permission forms in place. The child minder has up to date certificates such as public liability insurance, and car documents.

The child minder reviews and reflects upon her service and produces a basic quality of care report. She seeks information from parents to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. During the course of this inspection, the child minder has engaged positively with Care Inspectorate Wales (CIW), acting on recommendations in relation to her service immediately. However, she will need to ensure that she sustains this communication moving forward.

The child minder is suitably qualified and has booked on to relevant training in order to update her knowledge and understanding so that she can positively impact the children in her care. Disclosure and Barring Service checks (DBS) for herself and a household member have not been renewed in a timely manner. While no immediate action is required, this is an area for improvement and we expect the provider to take action. Following our visit, the child minder has provided CIW with satisfactory evidence that both applications are in process.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal and private messaging. Parent's feedback from recent questionnaires were kept in children's individual files. One response read *"My kid loves her, she is amazing!"* whilst another parent said, *"Communication is excellent, my child always comes home content."* Another parent noted that she manages behaviour well. 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, they go on frequent nature walks to the woodlands, beach and visit museums, parks and playgroups. The child minder was presented with an award for her enabling environments at the 'Early Years and Play Celebration Awards' in 2023.



### 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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20	The child minder must ensure that the Disclosure and Barring Service certificates for both her and a household member are valid and are renewed in a timely manner.	New
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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 review risk assessments for activities outside the premises.
Standard 6 - Working in partnership with parents	To ensure records are kept containing details about the children's progress and are made accessible to parents.
Standard 4 - Meeting individual needs	To attend the relevant Additional Learning Needs (ALN) training and amend the ALN policy accordingly.

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** 15/04/2024