



Inspection Report

Sarah Casey

Swansea



Date Inspection Completed

14/03/2023

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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 | Manual Insert] 10 July 2017 |
| Is this a Flying Start service? | Manual Insert] 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. |

| | |
|--|-------------|
| <u>Well-being</u> | Good |
| <u>Care and Development</u> | Good |
| <u>Environment</u> | Good |
| <u>Leadership and Management</u> | Good |

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

Summary

Children feel very secure, happy, and comfortable. They play freely and confidently communicate their needs. Children choose toys and activities which interest them from the selection available. They have positive bonds of attachment with the child minder.

The child minder provides a nurturing, 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 ensures the environment is safe, clean, and well maintained. The premises are homely and well organised. Basic written risk assessments and safety checks are in place. The child minder provides a range of engaging resources, which extend children's play and development.

The service is managed well. The child minder has a range of policies and procedures to ensure the setting runs effectively. Communication with parents is effective. Links with the local community are good. We have noted four recommendations at the end of the report.

Well-being

Good

Children are happy, settled and thoroughly enjoy their time at this setting. They have a strong voice and express themselves through verbal and non-verbal communication. Children have opportunities to make choices and decisions. For example, freely make choices about the toys and activities they play with. They engage well with each other and the child minder.

Children feel safe, happy, and valued. They cope with separation, relax, and settle happily. Children have positive attachment with the child minder and seek out cuddles and reassurance as needed. They are familiar with routines, which gives them a sense of security. For example, at mealtimes, nappy changing and on school runs. Children are active and express enthusiasm and enjoyment. We saw them smiling, laughing, and interacting well with one another. Interactions between children and the child minder are consistently good.

Children cooperate well, actively engage, and take interest in their play. They recognise one another's achievements. We heard an older child recognised when a younger child said a new word, excitedly saying "*Sarah, he's said his second word!*" Children are treated with respect and the child minder takes their views into account. For example, she asks children if they are ready for their lunch and waits until they are ready before serving. Children confidently choose activities that interest them and enjoy their play and learning. For example, one child showed enjoyment when building with blocks and others were engrossed in a role play activity with dolls.

Children have freedom to safely explore the indoor environment. They have good opportunities to initiate their own play and activities. For example, children chose to engage in a bug activity, reading a book and exploring resources before making their own paper butterfly. They freely choose toys from the resources available and decide when to relax and have quiet times.

Children are developing their independence well. They are actively encouraged to choose toys and activities which interest them. Children are encouraged to contribute to activity planning. For example, choosing which local attraction they would like to visit. Children help to tidy up. Attempt to take their own shoes and coats off and independently access the bathroom.

Care and Development

Good

The child minder promotes children's health and safety successfully. Her safeguarding training is current. She has procedures in place to safeguard children, appropriately and confidently answering child protection scenario questions. She holds current first aid and food hygiene certificates. There are systems in place to record accident, incident, and medication administration. The child minder ensures effective infection control and hygiene practices are in place, with regular cleaning routines followed. For example, the child minder regularly washes her hands, children use sanitiser and wash their hands after accessing bathroom. Nappy changing procedures are appropriately followed. The child minder ensures children are safe when in the car and when on school runs. For example, by reminding children to hold onto the pram and using crossings effectively. The child minder is aware of dietary needs and promotes healthy eating. Parents provide children with a packed lunch, which is stored appropriately.

The child minder has an appropriate behaviour management policy in place. She uses strategies consistently, praising children for their achievements. She encourages and positively responds to children. For example, we heard her say, "*Well done*" and "*You have done really well!*" Children receive support, comfort, and reassurance. She engages successfully with children, sitting on the floor, at children's level to promote their learning and development. She provides a balance of adult led and child led activities, with children having the ultimate choice. They use past experiences to develop and extend their understanding. For example, the child minder discussed a visit from the previous the week, linking a real spider they had seen, to the spider within the book they were reading. Commenting "*the one we saw last week was very hairy*". Her interactions with the children are positive, demonstrating warmth and kindness.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She knows children very well and is aware of the children's individual development and emotional needs. However, there are no formal development records in place. Following the inspection, the child minder has implemented a system to record development and look at next steps for children. The child minder implements speech and language tools to support the children and their families, with wider support available if needed. Planning is child led and provides opportunities to engage with other cultures, for example dressing up from clothing from around the world. The child minder occasionally uses Welsh. Children competently engage in Welsh songs together. The child minder actively engages children in extra activities, such as taking children to tennis, ballet, and gymnastics classes in addition to other activities.

Environment

Good

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. She keeps a record of visitors. The setting is secure; the side gate is locked once the children have arrived. Regular fire drills and safety checks are in place, ensuring any potential hazards are monitored and managed effectively. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She completes basic written risk assessments and does daily visual checks. Following the inspection, the child minder has introduced review dates within her written risk assessments.

The premises is welcoming, well organised, and accessible. There is low-level, clear storage containing resources with plenty of floor space to play. Children move freely between the spaces available. Older children can easily access an upstairs bathroom which is clean and well maintained. The child minder has outdoor space available, but this is not currently in use due to changes being made to the flooring. Children regularly access outdoor environments, such as parks, local wildlife centres and beaches.

The child minder provides a wide range of engaging resources which extend children's play and development. The layout and design of the environment promotes children's independence. For instance, children can access toys and resources themselves or ask the child minder to pull out what they want. The child minder ensures the play environment is homely and nurturing, providing some interesting activities and play equipment. For example, blocks, cars, books, role play kitchen and dressing up. Diversity is encouraged through the provision of resources, for example dolls, books, and dressing up resources.

Leadership and Management

Good

The child minder runs her service well. She is organised and keeps all the required records. For example, accurate records are kept of children's attendance. However, the child minder does not always record which household members are present when minding children. Following the inspection, she has confirmed records of any household members present when she is minding will be kept. The child minder collects most of the required information and consent forms for children prior to them attending. However, one child did not have all consent forms in place. Following the inspection, the child minder confirmed these have now been received. The child minder has up to date car documents. Although not initially registered with the Information Commissioners Office (ICO), following the inspection, the child minder confirmed she has now registered. A statement of purpose is in place which provides parents with an accurate reflection of the service provided. This has recently been reviewed and provided to CIW. The child minder has a range of policies in place. However, some require updating to reflect changes in guidance. The child minder is suitably qualified and has a clear vision for her service. She promotes her own personal development and seeks to undertake additional training in areas such as additional learning needs. All household members have current Disclosure and Barring Service (DBS) checks.

The child minder reviews and reflects upon her service and produces a quality of care report, including improvements and plans for the future. She seeks feedback from parents and children to support her in the evaluation of her service, providing an opportunity to make suggestions for improvements. Although, children's and parent's views are not included within the report. The child minder engages positively with Care Inspectorate Wales (CIW) and consistently acts on recommendations in relation to her service.

The child minder promotes positive partnerships with parents, other professionals, and the local school. She keeps parents up to date regularly through verbal communication and use of private messages. People who use the service told us, *"My child minder communicates regularly and openly. I get daily pictures when they do activities and always get the chance to discuss the day at drop off"*.

The child minder makes good use of her local community, engaging in interesting and stimulating trips, which benefit children's development and learning. For example, visiting the library for rhyme time and local wetlands centre. People who use the service have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, *"She has so much experience and is always patient, calm, and kind. I feel so very lucky to have her look after my son"*, *"Sarah really is the best around"* and *"Taking my daughter to the childminder I have is one of the best decisions I've made. She is loved and cared for like family and always comes home happy"*.

Recommendations to meet with the National Minimum Standards

- R1. Ensure formal records of children's development are maintained
- R2. Ensure records of any household members present whilst minding is kept
- R3. Ensure all policies reflect current guidance
- R4. Include the views of children and parents in the quality of care report

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

| 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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