



Inspection Report

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Swansea



Date Inspection Completed

04/09/2024

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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	18 March 2019
Is this a Flying Start service?	Yes
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.

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

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

Summary

Children thoroughly enjoy their time at the setting. They feel very secure, happy, and comfortable. They play freely, are extremely contented, and happily communicate their needs. Children confidently choose toys and activities which interest them from the selection available. They have very positive and affectionate bonds of attachment with the child minder.

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She provides a very nurturing and caring atmosphere and consistently meets children's needs successfully. The child minder effectively promotes children's play, learning and development.

The environment is secure, clean, welcoming, and very well organised to support children's play and learning. An excellent range of indoor and outdoor resources promote children's all-round development. The child minder has all required safety certificates and risk assessments in place, with some currently under review. She provides a wide range of engaging resources, which extend children's play and further their development.

The child minder is highly motivated and committed and clearly enjoys her role. Her vision and sense of purpose sustains improvement and promotes excellent outcomes for children. She maintains her own professional development ensuring that she continues to develop and improve in her role. 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

Excellent

Children are very happy, settled and thoroughly enjoy their time at this setting. They have a strong voice and feel comfortable to express themselves through a range of methods. They are confident communicators, interacting constantly with each other and the child minder and are keen to engage others in their play. As a result, their wants, moods and needs are fully considered. They have opportunities to make choices and decisions. For example, they play freely, make choices about the toys they play with and select activities which interest them.

Children feel safe, happy, and valued. They are settled, relaxed, and clearly have a strong sense of belonging. They feel very much at home and know the routine well. For example, before lunch, they follow the child minder to wash their hands and point to the table top activities they play with whilst she prepares their meals. They form strong relationships with each other, even at a young age they are learning to share favourite toys and enjoy singing together. They are clearly cared for by an extremely nurturing child minder who knows them very well. There are obvious bonds of affection and attachment. Children frequently approach the child minder for cuddles. This shows the children are comfortable and relaxed in the child minder's care.

Interactions between children and the child minder are consistently positive and often delightful. Children smile and laugh as they sing and hum along to 'Old MacDonald had a farm' with the child minder. They are treated with respect and the child minder takes their views into account. For example, she asks children if they are ready for their snack or if they are ready for a walk. Children interact successfully, co-operating and learning to share with each other.

Children confidently choose activities that interest them and enjoy their play and learning. For example, children were enthusiastic when they played with the toolkit while others enjoyed playing with the boats in water. They sustained focus and interest for a period of time appropriate to their age and stage of development. Children have freedom to safely explore their environment. They have ample opportunities to initiate their own play and to influence their activities. During outside play, children frequently go to the child minder and request different toys and resources. For example, children asked to go bug hunting using binoculars, magnifying glasses and nets.

Children are well supported and encouraged in developing their independence. They are successfully learning to complete self-help tasks such as hand washing independently with support from the child minder. Due to the young age of the children, they are given plenty of time to succeed at such tasks. Children sit nicely at mealtimes and are competent in feeding themselves. They are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and raises their self-esteem.

Care and Development

Excellent

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She has a clear understanding about the procedures to follow should she need to make a safeguarding referral. The child minder supports children to develop good hygiene habits and encourages regular handwashing. She provides healthy foods and encourages children to develop an understanding of healthy eating, giving them a good variety to choose from. The child minder has an excellent understanding and robust systems in place to manage allergies. She records all accidents and incidents thoroughly and has appropriate systems in place should medication need to be administered. She encourages lots of movement and outdoor activities to promote children's gross motor skills and physical development. The child minder is experienced and carries out her role professionally and to the best of her ability. She is very aware of the individual needs of all the children in her care.

The child minder is an excellent role model, she interacts positively with the children and fosters strong bonds of affection with them. She consistently implements positive behaviour management strategies and is prepared to work with parents to provide consistent expectations. The child minder speaks softly to the children and always uses positive reinforcement. Her interactions are consistently engaging, and she is very warm and kind towards the children. She frequently offers praise and encouragement, and children respond positively to this. The child minder has fun with the children, and they all clearly love spending time together.

The child minder promotes children's learning and development effectively. She plans a wide range of interesting play opportunities around children's individual interests. For example, children have shown interest in gardening and therefore have planted their own seeds which are now ready to harvest. The child minder displays children's artwork across her home and children proudly point out their work. The child minder ensures children are also given the opportunity to be part of the planning process and clearly values their input. Evidence was seen of fairy days, autumn scavenger hunts, baking and cooking and visits to outdoor venues where children can explore the seasons and nature. Although the child minder is English speaking, she ensures that children have opportunities to hear Welsh phrases which she reads from poster prompts that have been displayed around the house. She makes a significant effort to speak some incidental Welsh and has recently participated in training to improve her own understanding. The child minder ensures children have access to Welsh story books, which she will confidently read to them and they regularly visit groups who further promote the Welsh language.

Environment**Excellent**

The child minder ensures that the environment is safe, clean, and well maintained. The front entrance door is locked and she keeps a record of the visitors to the premises. The child minder practises fire drills at suitable intervals and completes safety tests on smoke detectors. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. Risk assessments for the environment and procedures for outings are in place. The child minder explained how she is in the process of reviewing the templates to encourage a more dynamic system of risk assessing. The indoor and outdoor areas are secure and provide a stimulating space for children to play and learn.

The premises is welcoming, homely, and accessible to all. Children have access to the whole of the downstairs which means there is a free flow of activities spread across all the rooms. The child minder ensures children have the freedom to explore safely in her home. They are encouraged to move freely and choose what they want to do and where they want to play. Low-level furniture and accessible storage containing toys and natural resources promote children's independence and curiosity. The child minder's enclosed garden has been developed and includes a sheltered area and a soft surface area. The child minder uses the outdoor play space often, it is extremely well maintained and organised. Recent improvements to the garden have provided children with more space to play and areas to use even in unsettled weather.

Indoors, the child minder encourages children to freely explore an excellent range of quality toys and play equipment to suit their individual needs and interests. The layout and general environment promotes children's independence well. The child minder makes sure children have access to a range of equipment that suit their age and stage of development. She introduces toys which spark exploration and encourage imaginative play. For example, children play for a sustained period of time in the mud kitchen area outdoors and playing with the small world play indoors. The child minder ensures that older children who use the service after school have plenty of resources which are of interest to them, noting for example, that some children are particularly interested in fairies and have opportunities to create magical fairy gardens at the setting.

Leadership and Management

Excellent

The child minder works very hard to provide a high quality service to children and their families. There is a clear statement of purpose providing parents with accurate and detailed information. Daily record keeping is very well maintained and monitored. Policies and procedures are clear, implemented well and are in line with the regulations and the National Minimum Standards. All aspects of paperwork are extremely organised.

The child minder monitors the quality of service and plans for improvements effectively. She regularly seeks feedback from parents and children and uses the information to write an annual quality of care report and identifies areas of development. The child minder's questionnaires demonstrate very high levels of satisfaction from parents and children.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal and private messages, sharing daily photographs and videos of achievements or special moments. 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, using the local play groups, visiting the local park and going further afield on visits to educational outdoor settings.

The child minder has developed strong and positive relationships with parents. Feedback received from parents is extremely positive. Parents told us they are very pleased with the service and the opportunities their children experience with the child minder. One parent said they could not ask for any more and that the service is wonderful in all aspects. Others describe her as an excellent child minder who as a family will miss her when the children grow too old. Another parent responded in a questionnaire stating that sending their child to this provision is the best decision they have made.

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.

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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