



## Inspection Report

**Amanda Rees**

**Port Talbot**



**Date Inspection Completed**

09/05/2024

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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	29 November 2019
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>Excellent</b>
<a href="#"><u>Care and Development</u></a>	<b>Excellent</b>
<a href="#"><u>Environment</u></a>	<b>Excellent</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Excellent</b>

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

### **Summary**

Children thoroughly enjoy their time at the child minder's home because they have a strong voice and feel happy, safe and valued. They communicate effectively, engaging in activities that interest them and deciding how they want to spend their time at the setting. Children have close bonds of affection with the child minder and are forming good friendships with each other.

The child minder provides a warm and nurturing child centred setting to promote positive outcomes for children. She has an excellent understanding of children's individual needs and knows how best to support children in their learning and development. The child minder manages behaviours exceptionally well and promotes children's confidence and self-esteem.

The child minder ensures the environment is spacious, secure and warm. The indoor and outdoor spaces provide a rich environment for play and learning as they are welcoming and child friendly. The child minder provides excellent resources which extend children's curiosity and promotes their learning and development. She monitors the environment consistently to identify and eliminate any unnecessary risks to children's safety.

The child minder is highly qualified and very experienced. She clearly enjoys her role and has an excellent vision for her service which promotes excellent outcomes for children. The child minder communicates effectively with parents and has a strong culture of continuous professional development; frequently looking for ways to improve her practice to ensure she meets the individual needs of the children in her care.

**Well-being****Excellent**

Children have a strong voice; they are very confident communicators and constantly interact and engage with the child minder and each other. They consistently express themselves through verbal and non-verbal communication as they know the child minder will consider their requests and interests. For example, when a child gives a book to the child minder, she recognises the child wants to read the story with her. Children have excellent opportunities to make decisions and choices about what may affect them. For example, throughout the session, children move freely between the indoor and outdoor environment, choosing to play with activities that interest them.

Children feel safe and secure, they thoroughly enjoy their time with the child minder who knows them well. For example, the child minder enabled a child to spend the morning outside as they prefer to play in the outdoors. This results in children have a strong sense of belonging and they feel valued. Children are familiar with the routines and the environment. For example, when children came in from the school run, they knew it was time for dinner as they went inside, took their shoes off and played together while the child minder prepared the table and chairs for lunch.

Children engage positively with the child minder who supports them to develop their social skills through turn taking, sharing and cooperating with one another. They receive immediate and nurturing responses from her which is a real strength of the child minder. Children benefit from her gentle and caring nature. They are building extremely positive bonds of affection with her and receive lots of attention and praise.

Children are extremely motivated, animated and engaged in their play and learning. They enjoy a wide variety of purposeful activities which are suitable for their age and stage of development. Children have many free play opportunities as well as directed activities. For example, the child minder planned an activity for the children to paint stones, however they were fully immersed in outdoor play and chose to play actively in the garden. Children move independently between the different areas within the indoor and outdoor environment. They take part in activities confidently and feel a sense of achievement.

Children have extensive opportunities to develop their independence skills; enabling them to do things for themselves and confidently exploring new activities and experiences. They receive support from the child minder promptly who is aware of children's individual needs and recognises when to step back and when to provide reassurance and support. For example, when eating their lunch, a child indicated to the child minder that they needed help with their food, and she immediately responded by opening the packet to make it easier for them to reach inside.

## Care and Development

Excellent

The child minder has a very thorough understanding of her role and responsibilities. She fully understands and consistently implements her policies, promoting physical activities, personal safety and wellbeing. The child minder implements effective cleaning routines and robust hygiene practices; appropriately following food safety procedures to safely store and prepare children's lunches. The child minder has vigorous procedures to safeguard children and she ensures her safeguarding training is up to date. She is very knowledgeable and is confident in following the relevant processes to report concerns when necessary. The child minder records children's actual attendance times and she has excellent systems in place to record accidents, incidents, pre-existing injuries and medication administration.

The child minder is an effective role model, she interacts positively with the children and ensures her interactions with them are consistently engaging and full of warmth and kindness. She prompts "please" and "thank you" when appropriate and sits with them at mealtimes to support their social skills. The child minder sits and engages with children during their play, for example, when they are playing with the small world resources or playing with the blocks. The child minder manages children's behaviours exceptionally well, following her policy and implementing positive behaviour management strategies such as gentle tones, distraction and praise. She consistently praises and reassures the children and models excellent language, speaking softly to them in a calm and gentle manner. Children are learning how to manage their behaviour independently; they play alongside each other in line with their age and stage of development, sharing the resources with each other and taking turns. For example, when playing in the car garage, the children took it in turns pushing their chosen vehicles down the ramps and watching them race out at the bottom. Where there were disputes, the children responded well when the child minder suggested alternatives.

The child minder has an excellent understanding of children's individual needs and ensures they are at the centre of their own learning and development. She knows them well and is confident to promote their play, learning and development through allowing them endless opportunities to explore and experiment by following their own interests. The child minder has an excellent understanding of how to support children and maintains comprehensive records reflecting children's progress and achievements in line with the 'Curriculum for Wales.' She keeps purposeful observation records and has a good understanding of how these inform her next steps and areas to focus on. The child minder involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning experiences. The child minder uses incidental Welsh within the setting.

## Environment

Excellent

The child minder ensures the environment is safe, clean and extremely well maintained indoors and outdoors. She provides rich, stimulating spaces for children to play and learn inside and outside and the child minder supervises children well. She is aware of the difference between acceptable and unacceptable risks for the ages and developmental stages of the children in her care. The child minder ensures the environment is secure as external doors and gates are kept shut whilst children are present, and stair gates are in place where appropriate. She keeps a record of visitors to the setting and frequently practices fire drills with the children to ensure they are confident evacuating the premises in an emergency. The child minder has excellent risk assessments in place and frequently carries out safety checks to ensure children can make independent choices about their play and learning in a safe environment.

The child minder provides a very spacious and accessible area for children to enjoy their play by ensuring the premises are welcoming, well maintained and well decorated. The children have spaces for their belongings which ensures they have a strong sense of belonging and feel valued in the child minder's home. The playroom is a large room laid out with different play areas such as a play kitchen with toy food, a seating area with pillows and a large selection of books, as well as a construction area where children can play creatively with the various building resources. The child minder ensures children can independently access the resources and equipment as they are stored on low level shelves where children can see and access what they want. Children have constant access to the garden which extends their playing area, and they can enjoy exploring a spacious environment. There is a large, grassed area and an additional patio area which provides space for children to use ride on toys and engage in messy play.

The child minder ensures the layout and design of the environment promotes children's independence well. She provides an extensive range of excellent quality resources and equipment, ensuring children have access to a wide range of play opportunities. For instance, role play, craft and sensory experiences that are age and stage appropriate. The child minder ensures children have access to a range of resources and equipment that support their age and stage of development, develops their curiosity, and extends their learning and development. She ensures the furniture is suitable for all the different ages she cares for, and meets children's individual needs. This ensures children feel comfortable and relaxed in the child minder's home. Resources are plentiful, promote diversity and are in excellent condition which ensures children have a varied choice.

## **Leadership and Management**

**Excellent**

The child minder is highly qualified, extremely well organised and very experienced. She creates a positive ethos where children feel valued and important. The child minder strives

to promote excellent outcomes for children, and she manages her business effectively. The statement of purpose is detailed and fully informs parents and carers of the service she provides. She has a range of informative policies and procedures which she regularly reviews and implements effectively within the setting. The child minder maintains the required child records and documents and she completes them in detail. She is registered with the Information Commissioners Office and her insurance and car documents are valid. The child minder places great importance on ensuring she runs an excellent service.

The child minder actively evaluates her setting and puts an emphasis on seeking the views of the families who use her service. She values their feedback and is approachable and welcomes any ideas or suggestions to improve her practice. Her quality of care report reflects this and considers the varying aspects of her service. It is very well written and includes the child minder's strengths and areas she would like to improve and enhance. For instance, further implementing the use of developmental trackers in her setting.

The child minder has a strong culture of continuous professional development and ensures her mandatory training is up to date. She recognises when there is a specific training need and undertakes training to support her in her role. For example, the child minder has completed a variety of courses to support her knowledge and understanding of children with additional needs and her practice reflects this. She seeks grant funding to further enhance her environment to benefit the children in her care and maintains the relevant ratios to ensure children are closely supervised. The child minder keeps Care Inspectorate Wales (CIW) up to date and ensures the relevant Disclosure and Barring Service checks are in place.

The child minder promotes positive partnerships with parents and carers. She keeps them up to date frequently and provides newsletters throughout the year. Parents are very positive about the care their children receive. Children also speak very highly of the child minder and talk about her "*being like another mother*" to them.



### 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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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)
	No NMS Recommendations were identified at this inspection

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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