



Inspection Report

Gwenllian James

Neath



Date Inspection Completed

21/08/2024

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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 | 15 December 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. |

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

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

Summary

Children are extremely happy and enjoy attending the setting. They feel very safe and secure in the care of the child minder. Children receive exciting opportunities and make choices about how to spend their time. They develop their learning through a range of quality experiences and play.

The child minder is professional and passionate about her role. She has a thorough understanding of how to keep children safe and healthy and implements the setting's policies and procedures effectively. The child minder is patient, kind and caring. She supports children's learning and development well, offering a wide range of activities led by children's interests.

The child minder ensures that the premises are safe, clean and suitable for children. She uses the playroom, living room and dining room for her child minding. Children have access to a wide range of toys and resources indoors as well as an enclosed outside garden with suitable equipment.

The child minder is highly motivated and has documents in place which reflect her service. She maintains the required records and has good organisational skills. The child minder has strong relationships with parents and ensures she keeps up to date with her own professional development.

Well-being**Excellent**

Children have many good opportunities to make choices and decisions about what affects them. They make requests and know this will be followed. Children have a very strong voice at the setting and are confident that their choices will be respected. For instance, one child asked if they could make a den and the child minder got the resources out for them.

Children have a strong sense of belonging. They feel very at home at the child minder's house, settling very quickly and greeting individual family members with smiles, hello's or asking them to join in with play. Children are very familiar with routines of the service, instantly knowing what to do and where to go at different times in the day. For example, at snack time or to go outside. They show great pride when sharing their news or achievements with the child minder, which she responds to enthusiastically. Children are extremely relaxed and confidently explore their environment and resources.

Interactions are consistently stimulating between adults and children. There is lots of laughter, smiles and chatting throughout their time at the setting. Children willingly take turns and support each other while playing. For instance, while playing with the track, one child said that he was going to wait his turn to allow another child to go first. Children have a strong relationship with the other children, sharing resources or asking them to join in with their play.

Children are highly motivated in their play and learning. They discuss what they are doing and excitedly explore the toys and resources available to them. For example, while outside the younger children eagerly shared the 'potion' they had made with the child minder, looking very proud as they clinked glasses and said cheers. Children are engaged for a very good period of time for their age, taking their time to explore the things available to them and using them to suit their interests. For instance, one child used the water to make 'potions', tipping them from one container to another.

Children take part in activities resulting in a great feeling of achievement. They enthusiastically show the child minder what they have been doing or discuss what they are planning to do. For example, one child told the child minder how they had used the corner connectors and poles of the den building kit to make dog sculptures. Children's ideas and interests are encouraged and acted upon throughout the day. Children have very good opportunities to develop their independence skills. They can access toys and resources independently and they confidently showed others where things were kept.

Care and Development

Excellent

The child minder fully understands and promotes healthy lifestyles, physical activities, personal safety and well-being. She consistently reminds children of keeping safe by moving things out of the way of the children, holding children's hands when navigating steps or giving verbal reminders when playing. For example, when children were attempting to ride a tricycle over stepping stones, she discussed the potential risks with the children at an appropriate level. She continually visually risk assesses the area and activities the children undertake, making sure to step in and support when needed or asked. The child minder offers healthy snacks and foods, sharing a list of allergens within the food she prepares with parents. She follows robust hygiene practices. The child minder keeps accurate records of accidents, incidents and existing injuries, with evidence of these being shared with parents in place. She has a thorough understanding of her responsibilities to safeguard children, answering a safeguarding scenario confidently and showing examples of records kept if she had any concerns about children.

The child minder is exceptionally aware of children's needs, wants and requests. She consistently responds enthusiastically to the children's interactions with her. Using "*that's so cool*" and "*let's rock and roll*" in reaction to the children, which gives the children an immense sense of enjoyment. She shows a genuine interest in what the children have to say. The child minder consistently implements positive behaviour management strategies. She uses "*teamwork makes the dream works*" and "*sharing is caring*" as a way of promoting children's interactions, with children repeating this while playing with each other. When there are minor disagreements, the child minder deals with these well, using distraction techniques or simple discussion with them; adapting her language to suit the age and needs of the children. The child minder is consistently responsive; she genuinely listens and respects the children's views. The interactions are very positive, demonstrating warmth and kindness.

The child minder is fully aware of children's individual needs and development. She follows their interests, asks questions about their play and learning and offers challenges. For example, she asked some children to try and explain why cars were failing to go around the track or challenging children to fit shapes together to fill a hole in the car garage. The child minder supports children in their development, enabling children's play or offering resources to extend their play. She knows the children very well, discussing where they need further support and their achievements. She has appropriate processes in place, if she had any concerns about a child's individual development. The child minder implements an excellent range of activities to develop children's skills, knowledge and understanding. She utilises everyday resources to promote their learning. For example, she encouraged children to make their own pizzas for lunch. The child minder observes and tracks the children's progress and has appropriate plans in place for children's next steps.

Environment**Good**

The child minder works consistently to provide a clean, safe and secure environment. She keeps a record of visitors to the service and makes sure the doors are always locked. The child minder undertakes regular cleaning routines that reflect good hygiene practices. Her good infection control practices minimise any risks to children's health and safety. She completes effective and accurate general and fire risk assessments, which are regularly reviewed and acted upon. For example, the child minder clearly records risks identified and what action she has taken to minimise these risks. The child minder supervises children, and she understands and assesses the difference between acceptable and unacceptable risk and the benefits for the age group of children she is working with. She has records of regular safety checks and fire drills.

The child minder offers an effective environment for the children to play and explore. She ensures the environment has good indoor play space for children to move freely, offering areas for playing, relaxation and resting. Children can access a playroom, an open plan lounge/dining area as well as an enclosed back garden. The child minder provides a range of equipment to support children in their development. For instance, she has potties, steps and booster seats for younger children to use. The premises are welcoming, warm and accessible to all. She decorates the playroom with learning resources and examples of children's work which gives them a sense of pride. The child minder ensures that any outdoor play space is used as often as possible. They extend children's knowledge and development in the outdoors by offering a good range of resources which stimulates their curiosity and interests.

The child minder ensures that nearly all children can access good quality furniture, toys and equipment both indoors and outdoors. Children can access a broad variety of age-appropriate resources including imaginative, physical, small world and creative toys and resources. These are stored in low level boxes, which children can access independently or in clear boxes which children can request from the cupboards. The child minder provides some resources to promote children's curiosity about the wider society, promoting equality, and raising cultural awareness. There is a good-sized outdoor play area which is well maintained and presents interesting opportunities for the children.

Leadership and Management

Good

The child minder is well organised and has a strong vision for her service. She maintains and shares an up-to-date effective statement of purpose and a parent pack. These accurately reflect the service provided and ensures parents have all the required information before starting at the setting. The child minder has a wide range of policies and documents in place which are reviewed regularly, implemented in practice and shared with parents. She ensures that the required records are accurately kept including contracts, individual permissions, personal information as well as 'all about me' forms. The child minder keeps Care Inspectorate Wales informed of changes to her service and works positively with other regulators. For instance, she recently successfully passed a trading standards inspection. She has implemented some of the recommendations from her previous inspection.

The child minder actively undertakes useful self-evaluation. She seeks and implements the suggestions of children and their parents/carers. The child minder produces a clear, good report which reflects upon her setting and includes examples of the positive feedback received from parents. She has good processes in place to deal with any complaints or concerns.

The child minder works positively to continuously develop her knowledge and understanding. She undertakes regular training including safeguarding, first aid and food hygiene. She has a valid Disclosure and Barring Service certificate in place for herself and household members, ensuring that these are updated annually. The child minder has clear evidence of when she is minding children and works within her maximum registered numbers.

The child minder ensures that all communication and engagement systems with parents are good. She shares daily information with parents about the children via messaging services or verbal discussions. Before starting the child minder uses and shares a settling in assessment to ensure she is meeting children's and parent's needs. The child minder has good links with the community and other professionals. For example, she meets with other child minders for children to socialise and play and contacts the relevant external agencies for support and training needs. Parents said that the child minder is amazing, that she works closely with them and that children love it so much that sometimes they don't want to leave.

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 | N/A |

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| | inspection | |
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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 |
|------------------|--|
| 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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