



Inspection Report

Elizabeth Jenkins

Swansea



Date Inspection Completed

24/10/2024

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About the service

Type of care provided	Child Minder
Registered places	9
Language of the service	English
Previous Care Inspectorate Wales inspection	10 June 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

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

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

Summary

Children thrive at this setting as they have a strong voice and excellent opportunities to make choices. They have very strong bonds of affection with the child minder and thoroughly enjoy their time at the setting. Interactions between children are exemplary. Children follow their own interests and are developing independence, problem solving and co-operation skills exceptionally well.

The child minder has an excellent understanding of her role to keep children safe and healthy. She 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. She assesses purposefully and continually ensures children's skills, interests, and curiosities are developed further.

The child minder provides a spacious, clean and secure environment. The indoor and outdoor spaces provide a rich environment for play and learning as they are welcoming, child friendly and have excellent resources to extend children's curiosity. The resources and equipment meet the needs of the children, and she monitors the environment consistently to identify and eliminate any unnecessary risks to children's safety.

The child minder has excellent organisational skills and runs an efficient service. She has a strong sense of purpose and uses feedback effectively to inform her quality of care report. The child minder clearly enjoys her role and has developed excellent partnerships with parents who speak very highly of her.

Well-being

Excellent

Children are excellent and engaging communicators and have a very strong voice at this setting. They happily make their own choices about what they want to do and how they spend their time. Children express themselves confidently and know they will be listened to. Children's opinions and interests are highly valued. They plan their own learning and decide on what they would like to do during the week. For example, children ask to decorate cookies, go to the playground after school or simply have a quiet read on the sofa. Children confidently access resources from other areas to use in their play. Recently purchased books based on children's requests in recent feedback questionnaires are utilised in children's play. For example, children research their toy dinosaurs and learn their names and facts about them to support their play.

Children are relaxed and settled at the setting; they happily express themselves because they know they will be listened to. For example, they told the child minder when they were ready for lunch, and they told her when they wanted the toilet. Children feel safe and secure because they know the child minder respects their feelings. For example, children have time to sit with the child minder and relay their day at school, these short but vital conversations put the children at ease and positively impact their wellbeing. Children are very familiar with the routines and the environment. They know where to find resources and confidently help themselves.

Interactions are extremely positive between the children and the child minder. Children are forming authentic relationships; thinking about each other and doing things for their friends. For example, when a child helped their friend to find a specific piece of building block they said, "*Here it is, I hope this piece will work for you.*" The child minder immediately praised the child. Children benefit from her consistency, and this means they are building positive bonds of affection with her as they receive lots of attention and praise. Children of all ages receive age appropriate interactions, where younger children receive hugs and gentle encouragement and older children enjoy being treated with respect grown through gained trust. Children show great care and sensitivity towards each other, considering their friends' needs. For example, we saw older children helping younger children with reading and fact finding.

Children are extremely motivated, animated and engaged in their play and learning. They enjoy choosing from a wide variety of purposeful activities which are suitable for their age and stage of development. Children move independently between the different areas within the environment. They take part in activities confidently, focus for a significant period of time and feel a sense of achievement which we saw being expressed verbally, through smiles or in some cases in a happy dance.

Children are well supported and encouraged in developing their independence. 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 purposeful and thorough policies in place, which promote the children's safety and well-being. The child minder ensures robust infection control is maintained, regularly cleaning surfaces and ensuring she and the children practice thorough and regular handwashing. She has a clear understanding of her safeguarding responsibilities. She records accidents and incidents ensuring parents / carers sign the relevant records. The child minder has completed paediatric first aid training, enabling her to deal with minor accidents confidently. She promotes children's physical well-being successfully through regular outdoor play and learning, either at the setting or the wider community. For example, she organises walks in the woodlands and beaches as well as visits to parks and play areas.

The child minder is an excellent role model and her interactions with the children are consistently engaging, demonstrating warmth and kindness. She interacts positively with the children and fosters strong relationships with them. The child minder encourages manners and frequently praises and encourages the children, especially when they say "*please*" and "*thank you*" independently. The child minder consistently implements positive behaviour management strategies. For example, she speaks softly to the children and uses positive reinforcement. She is calm and caring at all times and children follow her instructions without hesitation. Children will use phrases they have picked up from the child minder and at times say them in the same tone of voice. For example, one of the younger children said, "*Ooh what have we got here then?*" as he opened the resource cupboard with his friend. She uses some Welsh phrases with the children and ensures the children have access to a variety of Welsh resources.

The child minder collects detailed information about the children before they start and communicates exceptionally well with parents / carers. This ensures she has exemplary regard for each child and their individual needs are fully met. The child minder promotes children's learning and development very effectively. She plans a wide range of interesting play opportunities around children's individual interests. For example, she has listened to the feedback given by the children in her most recent questionnaire and listens to their suggestions on a daily basis. She plans for opportunities that arise from conversations as quickly as the next day. The child minder carefully maintains developmental records making informed observations and identifying the next steps in the children's learning. The individual developmental records are updated frequently and provide a holistic picture of each child's progress.

Environment

Good

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The child minder keeps a record of the visitors to the premises. The outdoor area is safe and secure, and the front door is locked. The child minder practises fire drills, so children are familiar with this routine. However, the fire risk assessment for the premises has yet to be reviewed. She supervises children well and understands the difference between acceptable and unacceptable risk for the different age groups of children she cares for. There are appropriate risk assessments in place for the environment, activities, outings and the school run.

The setting is welcoming, well organised, and homely. Children benefit from an excellent range of resources. They have ample floor space to play as they move between the playroom and living room. Children can move freely between outdoors and indoors and can access an upstairs bathroom when needed. Younger children are always supervised. The setting is well maintained with good heating and ventilation dependant on the temperature. The child minder provides a wide range of engaging resources, which extend children's curiosity and creativity. For example, next to the stick insects there is a basket full of information books and research equipment and on the other side of the playroom there are larger loose parts so children can play using their imagination.

The child minder ensures the layout and design of the downstairs 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 example, 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 / 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 has effective systems in place which enable her to seek meaningful and purposeful feedback. She implements these systems extremely well which enable her to reflect successfully as well as consider the areas where she can improve her practice. The child minder is extremely approachable and welcomes any ideas or suggestions. Her quality of care report reflects this and considers the varying aspects of her service.

The child minder is committed to promoting her own professional development and ensures her mandatory training is up to date. She has recently completed courses which were highlighted in her quality of care review and has already started to implement the improvements in her setting, positively impacting the children. For example, she has introduced visual supports within her environment. The child minder obtains all the necessary checks, ensuring all household members have relevant Disclosure and Barring Service (DBS) certificates. She maintains ratios and is aware of the importance of ensuring children are closely supervised at all times.

The child minder has strong links with the community through regular visits to local children's groups and activities. The child minder has very strong partnerships with parents / carers and ensures regular communication with them. Children's individual information is shared with their parents / carers at pickup and via private messages. Care Inspectorate Wales spoke to parents during the inspection, their feedback and comments were overwhelmingly positive and complimentary. Parents described the child minder as amazing, the best and always ready to support her families. They were very pleased with communication and the opportunities she provides their children. The child minder works closely with a network of other local child minders. With her wealth of experience and her effective organisational systems she is able to support others by sharing best practice and offering her guidance when needed.

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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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 the fire risk assessment for the premises.

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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Date Published 20/11/2024