



## Inspection Report

**Jessica White**

**Neath**



**Date Inspection Completed**

25/03/2024

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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	Post Registration inspection
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates 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 have a strong voice. Children know each other and the child minder well, they are happy, settled and interact successfully. They follow their own interests and are competently developing their independence skills.

The child minder promotes children's health and safety well. Interactions are positive with bilingual practice naturally encouraged. The child minder is aware of children's individual needs, promoting their learning, identifying next steps and developmental targets.

The child minder has thorough practices and risk assessments in place to ensure the environment is safe, secure, and well maintained. The child minder provides a wide variety of equipment and resources for children to access.

The child minder runs her setting well and mostly complies with the national minimum standards and regulations. She is keen to drive improvement, seeking children's and parents' views to develop the setting. Partnerships are strong and effective.

## Well-being

Good

Children have good opportunities to make choices and decisions about what activities and resources they want to play with. We saw them confidently choose books to read. They decide if they would like banana in their porridge at breakfast. Non-verbal children have their cues recognised. For example, they lift their hands to the child minder and are lifted for a cuddle. They confidently express themselves by calling their friends and the child minder's name.

Children are happy, settled and cope well with separation from their parents or carers. They have positive relationships with each other, and the child minder. Children receive support and reassurance, having regular cuddles and comfort. They contently sit next to the child minder when engaging in play activities. Their needs are recognised and supported, for example when children are tired, they are given comfort and have a rest. Children are familiar with routines. For example, at mealtimes, sleep times and during activities.

Children express enthusiasm and enjoyment. Overall, they smile, and interact with each other well. Younger children are beginning to cooperate with each other. For example, they are supported by the child minder, when taking turns using the slide. Children interact with cause-and-effect books, lifting flaps and engaging in the story. They are learning to share with support from adults. Children confidently explore the indoor environment and engage in a range of play opportunities.

Children are interested in their play and learning. They follow their own interest and engage in activities of their choice. For example, when mark making and engaging in puzzles. Children confidently talk to themselves as they complete puzzles, singing to themselves "yes, yes, yes!" when they insert the correct piece. Children engage in role play and enjoy using the role play kitchen to make 'tea'. They interact whilst reading and share books with each other and the child minder. Children laugh and smile when they engage in action songs and rhymes with the child minder.

Children are developing their independence skills well. They support the child minder when tidying up and follow instructions. Older children feed themselves at mealtimes and younger children are provided with support, if needed. Younger children are learning to access the bathroom with help, whilst older children can access independently.

## Care and Development

Good

The child minder understands and implements policies and procedures to promote safety for children. She holds current child protection, first aid and food hygiene training. Training is due to expire shortly. However, refresher training is booked. The child minder must ensure training always remains current. The child minder is aware of her responsibility to safeguard children, appropriately answering safeguarding scenarios. Accident, incident, existing injuries, and medication records are in place. Although records were not always consistently fully completed and countersigned by parents promptly. The child minder has systems in place to meet allergies and dietary needs. She provides children with healthy meals and snacks, providing fruit or vegetables at snack and mealtimes. Overall, there are suitable cleaning and hygiene practices are in place. The child minder regularly washes her hands and sanitises in between nappy changing. However, children washed their hands after meals, and did not have individual drying facilities. There were inconsistencies with the nappy changing policy and practice, with sanitising the mat in-between changes not being consistently implemented.

The child minder understands her behaviour management policy and promotes positive strategies. For example, supporting children to share. The child minder engages with children at their level, sitting on the floor with them. She knows them very well and has good knowledge of their needs. The child minder regularly offers encouragement and praise. We heard her say, *“Well done”* and *“Da iawn”* and *“High five – great job!”* The child minder interacts with warmth and kindness, giving children cuddles, engaging and interacting with them. She reminds children to use ‘kind hands’ with one another. We saw her interact naturally using both Welsh and English. For example, during general conversation and during activities, introducing colours and counting in both Welsh and English. This is a real strength. The child minder is a good role model. At snack time she sits at the dining table with the children, to support and monitor them whilst they are eating, encouraging an engaging social time.

The child minder is aware of children’s individual development. She keeps developmental records and recognises key achievements, wow moments, and highlights next steps for children. Records are maintained through an online app, which also allows parents to review developmental milestones. The child minder provides a range of play and learning activities. For example, introducing shapes, counting and colour recognition through different play opportunities. The child minder is aware of Additional Learning Needs (ALN), supporting children and signposting parents to seek further support if needed. She has undertaken ALN training. The child minder works with professionals to meet children’s individual needs if required. They celebrate some festivals and promote diversity through the resources available. The child minder confirmed children regularly go to local playgroups, visit local parks and other areas of interest.

## Environment

Good

The child minder has a range of practices in place and ensures the environment is suitably safe, secure, and well maintained. All visitors sign in. There are varied risk assessments in place, and although reviews are in place, they are not dated. They are complete for the house, outbuildings, garden, and pets but not for regular outings. On-going visual checks are complete. Regular fire drills are undertaken, gas and log burner checks are in place. Cleaning routines reflect good hygiene. The child minder has pet dogs at the setting, with supervised consent in place for contact. The dogs remain in the kitchen area, so contact is limited. There are stair gates and stable doors in place throughout the home.

The gated drive has a side entrance which leads directly into a hallway. Providing an area for children to store their belongings, alongside a downstairs cloakroom. Through the kitchen/ diner, children have access to a designated playroom, and lounge. There is direct access into the garden through patio doors from the lounge. Outside there is a secure garden, although this was not viewed as part of the inspection. The child minder confirmed they are currently in the process of developing a Forest School area in the lower garden area.

The environment meets the children's needs and enables them to reach their full potential. It is light, bright and reflects a natural and calm environment. The playroom has a variety of resources and equipment which is mostly at low level for children to access independently. Further equipment is available in a separate storage room, which is currently in the process of being developed. The child minder confirmed the outside play space is used frequently and they often go on walks within the local area. Posters and displays of routines, a planning board and current celebrations promote the Welsh language.

The child minder provides a range of suitable, quality, developmentally appropriate play, and learning resources. There is a range of resources to ensure children have a variety of choice. For example, small world play, sensory activities, reading books, role-play activities and puzzles. There are sensory baskets to develop children's natural curiosity of everyday objects and support them to further explore. There is suitable equipment for the ages of the children who access the service. For example, prams, highchairs, and booster seats, and potty. The child minder confirmed she has a range of car seats suitable for the children attending the setting.

## Leadership and Management

Good

The child minder runs her service well and mostly complies with the national minimum standards and regulations. Overall, there are accurately maintained records. Registers are complete, with actual times of children's arrival and departure. Following our inspection visit, the child minder has confirmed she will also record household members present when minding takes place. Some household members have up to date Disclosure and Barring Service checks (DBS) and are on the update service. During the inspection, it became apparent the update checks for two household members had failed. The child minder instigated new DBS's applications promptly and acted swiftly to ensure these were applied for quickly. This is an area for improvement, and we expect the child minder to take action. The child minder has an up-to-date Statement of Purpose and keeps CIW up to date with any changes at the service via her online account.

Children have accurate and complete contracts, with a range of consent forms in place. The child minder uses an interactive app to record information. Following the inspection, the child minder has instigated consent for sleeping arrangements and emergency non-prescribed medication. The child minder reviews her policies. However, some require further development to reflect changes in legislation and guidance. The child minder has up to date certificates such as car documents, public liability insurance and is registered with the ICO (Information Commissioners Office).

The child minder reviews and evaluates her service. She has a recent quality of care report and has completed the self-assessment of service statement (SASS). Parental and children's views are included as part of the review. It identifies areas to improve and reflects the actions within her practice. For example, working on the healthy snack award and lunch menu's alongside further developing the outside area.

The child minder keeps up to date with mandatory training and uses resources available to her through her memberships. For example, undertaking additional training in Speech and Language. The child minder has strong links with the local authority, local community, and other professionals. The child minder promotes positive partnerships with parents. Keeping parents up to date, with the use of private messages, an online application and through verbal conversations at the start and end of the day. As part of the inspection process, we gained feedback from parents via an online questionnaire. Comments were very positive, one stated *"It is invaluable to us knowing that our child is safe, happy and loved at the setting...we appreciate the effort Jess puts in to helping our child learn and develop"*.

### 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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20	The registered person has failed to ensure children's welfare is safeguarded. Ensure Disclosure and Barring Service (DBS) checks remain current at all times.	New
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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 10 - Healthcare	Ensure consistent hygiene practices
Standard 22 - Environment	Ensure effective risk assessments are complete, regularly reviewed and dated
Standard 5 - Records	Ensure all documents undergo regular review, have signatures and dates included

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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**Date Published** 01/05/2024