



Inspection Report

Llinos Hindley

Llanelli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

20/07/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	6 October 2017
Is this a Flying Start service?	Manual Insert] No
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.

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<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 thoroughly enjoy their time at the child minders setting. They show familiarity with the routines and listen intently to what the childminder has to say. Children have developed warm relationships and they show respect towards each other. Children enjoy their play and show excitement and enjoyment as they take part in activities.

The child minder has a good understanding of keeping children safe and healthy. She uses positive reinforcement and is a good role model to children. The child minder is responsive to the children's needs and supports the children in their play and learning.

The child minder offers a safe and secure environment. She regularly reminds children about safety and follows adequate hygiene practices. The child minder offers sufficient space for play and relaxation and makes regular use of the local outdoor areas. She offers a wide range of good quality resources suitable for the age ranges she cares for.

The child minder works positively to develop her service. She ensures that she keeps all required documentation and works positively to develop her personal skills. She keeps up to date with training and has good communication with parents.

Children have a strong voice at the setting. They have good opportunities to make choices and decisions about what affects them. For instance, they could choose what topping they had on their toast. Children's opinions and interests are valued and acted upon. For example, the children requested playing tennis during for their next activity and the child minder ensured that this was completed successfully.

Children are active and express enthusiasm and enjoyment. Children feel relaxed and show familiarity with the child minder, excitedly asking her questions and willingly sharing information about their day. Children are familiar with routines and following her instructions. For example, while walking home, children listened intently to the child minders instructions and knew the route home, stopping at appropriate sections before continuing with the child minders say so. Children feel very at home at the child minders home with some stretched out and lying on the couch to relax as well as being able to access the cupboard for snacks.

Interactions between children and the child minder are consistently good. They greet the child minder warmly and listen to her responses. The children co-operate well, and they have a sense of belonging, forming relationships. They happily share resources with each other For instance, during their tennis activity and took turns while playing games. Children are engaged and show respect for property and people. For example, children made sure not to disturb a game which was already in play and left out on the table.

Children are enthusiastic and interested in their play and learning. They sustain interest and are fully engaged in their games. For instance, there was lots of excitement as children scored points during tennis. Children take part in activities resulting in a good feeling of achievement and high self-esteem. For example, while playing tennis, children encouraged each other saying things like "*wow, that's gone really high – well done*".

Children have many opportunities to initiate their own play and to influence their tasks. They can share their ideas and make requests around the activities to do after school. Children share their thoughts, suggestions and ideas and follow their own interests. For example, two children did not have the tennis rackets but used their hands instead. The children excitedly showed the game to the child minder who praised them for their efforts. Children told us that they love coming to the child minder and she listens to what they have to say. Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully.

Care and Development

Good

The child minder understands and implements policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She consistently reminds children about keeping safe while out in the community and on the walk back to the child minders home. For instance, she consistently engaged with them while walking saying “*slow down plantos*” (slow down children) and “*dere ma nawr*” (come here now). The child minder implements appropriate cleaning and hygiene practices and offers healthy snacks. Safeguarding is prioritised and the child minder has a very good understanding of her responsibilities to protect children. The child minder keeps appropriate records about the children and ensures that these are shared with parents.

The child minder is consistently responsive; she listens and respects children’s views. She regularly praises and encourages the children. For instance, she said “*Roedd hwnna yn shot da iawn!*” (that was a good shot). The interactions are positive demonstrating warmth and kindness. She encourages children to share and take turns and clearly states her expectations with the children. The child minder is sensitive to the needs and experiences of individual children and has a good understanding of how this affects the children’s behaviour. She acts as a good role model at all times, using manners with the children and using the children’s names to focus their attention.

The child minder supports children to speak or express themselves well as they receive a consistent response. She consistently uses the Welsh language with the children and supports children’s learning using new Welsh words with the children when necessary. The child minder is committed to providing a broad range of play and activities and follow children’s interests. For example, the child minder played an animal alphabet game which one of the children suggested. She supports children’s learning through discussions and questioning. For instance, a child was unsure about how to form a letter and the child minder wrote the letter on the child’s hand so that they would become familiar with it. The child minder keeps consistent records about the children’s general well-being, activities, and behaviour, sharing information with parents when necessary.

Environment

Good

The child minder ensures that the environment is safe, secure, and well maintained indoors and outdoors. She ensures that all the doors are locked and keeps a record of visitors to the service. The child minder organises regular cleaning routines that reflect adequate hygiene practices. The appropriate infection control practices minimise any risks to children's health and safety. The child minder completes satisfactory general risk assessments, which identifies potential risks and how the child minder will reduce them. However, these have not been updated to include the use of the mobility scooter on school runs or all hazards while at the local park. The child minder supervises children appropriately and understands and assesses the difference between acceptable and unacceptable risk and the benefits for the age group of children she is working with. She carries out regular safety checks on the environment, resources, the heating system, and fire drills. However, on the day of the inspection visit the child minder did not have a copy of the heating system safety check certification available for inspection. The child minder confirmed that the system had been tested but was awaiting the official safety check certification.

The child minder ensures the environment has sufficient indoor play space for children to move freely most of the time. Children can move around the playroom, relaxing on the sofa or sitting at the table to play games and can use the larger living room if needed. The child minder organises the environment appropriately so that it provides a satisfactory range of play opportunities suitable for most of the age ranges cared for. There are a wide range of toys and resources stored in labelled boxes and cupboards, which children can access freely and mostly independently. Any resources stored out of reach can be requested by the children and accessed by the child minder. There is a good-sized outdoor play area which is well maintained, and the child minder utilises the local park and sport facilities regularly with the children.

The child minder ensures that children can access good quality and a broad variety of age-appropriate furniture, toys, and equipment both indoors and outdoors. Children can access toys and resources which support their all-round development and is suited to the age of the children in her care. For instance, there are board games, card games, football goals, balls, creative resources, and small world resources available for children to use. There are some resources to promote children's curiosity about the wider society, promoting equality, and raising cultural awareness.

Leadership and Management

Good

The child minder is well organised, open and works appropriately to improve her service. She maintains and shares an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. She keeps accurate regulatory records on the children in her care including contracts, individual needs, and permissions. For example, there are signed permissions for leaving children with an emergency carer, sun protection and use of outdoor play equipment. The child minder fully completes accident and incident forms as well as a record of any medication administered. She ensures that these are shared with parents and keeps them stored securely. The child minder has a range of policies in place which reflect the procedures of the service. She has a good understanding of her responsibilities to promote the Welsh language.

The child minder actively implements self-evaluation. She seeks and implements the suggestions of children and their parents/carers, producing an appropriate quality of care report which includes some future plans.

The child minder is active in her own development and skills. She ensures her core training is regularly updated and has attended a range of other training. For instance, she has attended an 'Expectation of Behaviours' training as well as an 'Introduction to the Sustained Share Thinking and Emotional Well-being Scale' training event. The child minder has ensured that her husband and her own Disclosure and Barring Service (DBS) certificate are valid and confirmed that her emergency cover also has a valid DBS. She keeps accurate records of attendance and does not exceed her registered maximum numbers. The child minder has a clear understanding of the need to record when she is looking after a family member.

The child minder ensures that she has good communication with her parents. She gives daily verbal feedback and uses electronic messaging if necessary. She keeps parents very well informed. Parents told us that they really love the service, the child minder is very supportive to them, and she is very thorough when passing on information. They also said that the child minder really knows their children and that their children would love to come more regularly.

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. 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
37	Unauthorised access	Achieved
38	No fire drill records	Achieved
15 (1) (a)	Statement of purpose incomplete	Achieved
30 (1) (a) Sch3.06	Keeping of records	Achieved

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	Ensure that the heating safety check certification is available for inspection by Care Inspectorate Wales.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Further develop your risk assessments to be more specific to your service and current practices/procedures.

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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