



Inspection Report

Katy Steele

Llanelli



Date Inspection Completed

29/08/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	[Manual Insert] 9 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 in 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 have a good voice and communicate confidently with each other and with the child minder. They are happy and have developed strong relationships, enjoying what they do. Children participate in activities as well as choose their play and demonstrate good independence skills.

The child minder understands and implements policies and procedures to promote healthy lifestyles, safety, and personal well-being. She demonstrates warmth and kindness towards children and ensures they feel valued and safe.

The childminder provides an environment with effective measures in place to ensure the safety and welfare of children. She ensures the environment is secure and very well maintained, both indoors and outdoors. The childminder ensures a very good range of resources are provided to motivate all ages and stages of development.

The child minder's practice and policies are in line with regulations and National Minimum Standards. The child minder has formed close relationships with parents and strong partnerships with local schools through a reliable pick-up service.

Well-being

Good

Children are confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and their decisions, opinions and interests are valued. For example, during a colouring activity children make choices selecting different materials and stationery. Children enjoy moving freely around play areas and choose when they are ready to end or change activities.

Children are settled and are clearly comfortable and happy in their environment, speaking confidently about family members. They are familiar with the consistency of the relaxed daily routine, and this supports their individual needs and interests. Children are comfortable with visitors and when the child minder explained that we would be spending time in her home, they settled quickly and involved us in their play. For example, children asked us for support to remove tops from pens as they chatted confidently about their favourite colours. Children have a clear sense of belonging and chat about their day, ask about their lunch and express ideas for imaginative play.

Interactions between children and adults are consistently good. The bonds of affection between children and the child minder are very evident. Children cooperate and engage well with the child minder and their peers, being interested and supportive of each other's needs. They communicate openly and enjoy being able to participate in social activities. For example, whilst having their mid-morning snack, children chatted confidently and laughed openly as they compared plates, took turns, and counted pieces of fruit together.

Children are engaged and are active in their play. They express enthusiasm and enjoyment whilst learning and participating in a good range of stimulating play opportunities. Children confidently initiate their own play as resources are accessible and presented at their level. For example, children enjoyed the space to lie on the floor and concentrated for extended periods of time to build a large pirate fort. They collaborated effectively using their imagination and problem-solving skills to work out how to balance blocks to make a roof. Similarly, when children politely requested the wooden train set, we saw how they cooperated with interest as they created a track and enjoyed discovering how the magnetic trains could pull wagons and trucks.

Children have good opportunities to experience age-appropriate activities and a range of resources that promote their all-round development. During lunch, children enjoy sitting together at the breakfast bar and have good opportunities to develop their independence skills. We saw them create their own pizzas and choose their toppings for lunch. They independently use the upstairs toilet, washing and drying their hands without support.

Care and Development

Good

The child minder understands and implements her policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. For example, we saw

the child minder's healthy and nutritious menus being followed. The child minder actively manages risks and children receive consistent responses and reactions. She has a very good understanding of safeguarding procedures and a robust child protection policy in place. Her safeguarding training is also up to date. During mealtimes, she ensures that surfaces are regularly wiped down and that hygiene practices such as handwashing are followed. The child minder reminds the children to have regular drinks from their own water flasks and we saw children enjoy their lunch of homemade pizza, yoghurt, and jelly. Nappy changing and sleep arrangements were not observed on the day of our visit due to the ages of children, but the child minder clearly explained procedures in line with her policies. The child minder understands the individual needs of children well and has carefully practiced routines for dealing with allergies, demonstrating her knowledge of her policy and procedures.

The child minder's interactions with children are warm and consistent. She offers continuous eye contact and positive body language, providing reassurance, kindness, and care. The child minder knows the children well and is sensitive to their needs. She demonstrates interest and respect during conversations and activities. The child minder supports children to understand turn taking. For example, she sensitively reinforces the importance of sharing resources and explains that everyone can have times to play with everything. The child minder has a very good level of knowledge and understanding of child development and is a good role model. She communicates with children offering clear and extended vocabulary and encourages them to have lots of fun.

The child minder has a very good understanding of children's rights and is committed to providing a range of play and learning activities which are diverse and age appropriate. The child minder also plans memorable activities to develop children's skills and understanding. For example, children recalled with fondness their trip to the pumpkin farm asking, "*can we go again this year please?*" She keeps documentation and photographic evidence which demonstrate the wider range of opportunities that are provided to children such as clay, water, and sand play. The child minder also ensures that children have as many outdoor experiences as possible, and we saw photographic evidence of children enjoying activities in their wet suits and rain boots.

Environment

Good

The child minder has effective measures and policies in place, ensuring the safety and welfare of children in her care. The environment is safe, secure, and very well maintained, and the front door is always locked. A record of children's attendance and visitors is kept. The child minder told us that she had recently completed renovations to her play space in

the living area. We saw plans in place for a new door leading directly from the playroom into the outdoor area, which will enable the children to freely access the safe outdoor space. The child minder has created an environment which is welcoming and homely with clear hygiene practices in place. She ensures there are safety gates in place separating the main playroom from the hallway and staircase. The child minder ensures that children only access the kitchen area when they are supervised, enabling activities such as baking and handwashing. The child minder ensures that children are familiar with fire drills and evacuation processes. She ensures that records of these are kept as well as correctly documenting building and safety checks. The child minder keeps risk assessments which cover a range of areas around her home, the outdoors, and visits, and these are reviewed and dated annually.

The child minder's home is of a high standard, and she ensures that the environment accessed by the children offers a very good indoor play space for children to move freely. The childminder ensures that play spaces are purposefully arranged to maximise learning opportunities and experiences for children. The outdoor space was not used on the day of our visit due to poor weather conditions. The child minder told us that a grant has enabled her to carry out significant improvements to her garden and patio area which now offer safe and suitable surfaces, high-quality outdoor play areas and additional storage. The children expressed their delight as they excitedly showed us the new areas through a low kitchen window, pointing to a child-sized picnic table where they enjoy eating outdoors.

The child minder has worked hard to adapt and transform the indoor playroom space providing facilities which are of a very high standard. She ensures the indoor space includes a range of areas such as a play kitchen area and child sized table and chairs for small world play. The child minder provides areas for children to relax on sofas for story times. Large floor mats enable children to have open spaces to be creative. The child minder has an extensive range of age-appropriate resources and high-quality equipment such as construction toys, trains, and blocks. Outdoors, she offers a range of good quality resources such as trikes, a slide, ride on scooters and a water trough.

Leadership and Management

Good

The child minder has a clear vision for the service. She provides and maintains an up-to-date statement of purpose which accurately reflects the service. The child minder keeps a file of extensive and purposeful policies and procedures in line with the National Minimum Standards. She reviews these annually, and any changes are shared with parents and carers. She prepares effective parent packs offering extensive and valid information about the setting. The child minder complies with regulations and consistently ensures that

requirements are met, documenting these in a confidential way in one box file. The child minder is knowledgeable about her responsibilities and takes pride in her system of storing documents. The child minder's records in relation to accidents, medication, vehicle documents and children's files are all correct and up to date, with parental permissions and signatures in place.

The child minder carries out a quality of care review each year and considers the views of parents and children in the process. She thrives on driving improvement and consistently reflects on and evaluates her care and setting and actively plans for future developments.

The child minder has completed all mandatory training such as paediatric first aid and food safety and hygiene and is eager to continue building on her safeguarding practice. We saw valid certificates, documentation and policies which reflect the child minder's interest in protecting children and ensuring that they receive healthy experiences. The child minder has applied to register her home as a food business establishment.

The child minder has formed close and long-term relationships with families and has established strong partnerships with local schools, through offering a reliable pick-up service. The child minder communicates with all parents via an app and ensures that she shares messages and photographic evidence of daily experiences in this way. The child minder told us that she plans a range of visits to local parks. She ensures that the children in her care are provided with a range of experiences in the local area. For example, children's golf, walks in the woods, trips to see waterfalls, trips to the wetlands to see birds and soft play areas.

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
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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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