



Inspection Report

Victoria Day

Llanelli



Date Inspection Completed

26/05/2023

About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	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 have a strong voice at this service. They know their needs, preferences and feelings will be listened to and they can make their own choices and decisions. Children express enjoyment and are comfortable, relaxed and very settled. They have opportunities to follow their own interests and enjoy taking part in the activities on offer.

The child minder shows a good understanding of her role to keep children safe and healthy. She manages interactions well and interacts positively and kindly with the children. She provides different activities and resources that promote children's development and learning. The child minder has completed mandatory training.

The child minder provides an appropriately clean and suitable environment. The environment meets children's needs and is comfortable. The outdoor area is very inviting and well developed. She provides a range of suitable resources appropriate for different interests and stages of development.

Leadership and management of the service is suitable, and records are kept in an organised manner. The child minder has a clear vision and passion for her service. There are systems in place for managing records, maintaining policies, and reviewing the quality of care.

The child minder understands the importance of working with parents to make decisions about their child's well-being. She has established trust and clear methods of communication with parents and has built very positive partnerships with them.

Children are happy and settled and have formed positive attachments with the child minder. They are comfortable and relaxed in the child minder's care and communicate confidently. One child chatted happily with us expressing their enjoyment at the setting. They know their needs are considered, for example one child showed the need to be physically close to the child minder at all times. Children have a strong voice and are confident making individual choices, *"I don't want to play with that, I want to do the hoovering."* Children showed a great deal of enjoyment during the visit.

Interactions between the children are continuously good. They have formed positive friendships and include one another in their play, *"Shall we do it again?"* and *"Do you want to play with me?"* Children are familiar with the routines and happily follow the child minder's directions, such as tidy up time and when it's time to return indoors from outdoor play. Children chat happily to the child minder and include her in their play, *"Can we build a car Vicky?"*

Children are actively engaged and interested in the play activities on offer, such as mark making outdoors and experimenting with the coloured disks indoors. All children concentrate well, sustaining interest in things they have chosen to do for extended periods, especially when taking part in outdoor play, for example experimenting with plastic boats and water on the wooden structure. Children are proud to share their success when they accomplish something new, for example filling the pipette with water for the first time, *"I did it."*

Children experience interesting, developmentally appropriate opportunities that promote their all-round development. Children chose the activities they wanted to partake in from resources available in the child minder's home, for example experimenting with magnets, balancing shapes on a toy and accessing a basket of stacking wooden cubes. Children show good fine motor skills and enjoyed experimenting with pipettes outdoors; filling and emptying them with coloured water.

Children show an appropriate level of independence. For example, they know where to keep their belongings and they confidently ask the child minder if they can assist her with applying sunscreen to themselves. Children are independent in their play outdoors as they access the bucket for water, climb the wooden structure and plant seeds. They access and use the toilet with the child minder's support. Children use anti-bacterial foam to wash their own hands. At lunchtime, some children independently attempt to undo their packaging, eat their finger foods and young children feed themselves with a spoon to eat yoghurt. Older children confidently place their rubbish in the bin when they've finished eating.

Care and Development

Good

The child minder follows good procedures to keep children safe and healthy. She has completed first aid, food hygiene and child protection training. The child minder follows effective hygiene procedures, ensuring surfaces are clean and that she and the children wash their hands regularly with anti-bacterial foam. The child minder also ensures children have individual flannels to wipe their hands and faces. She has an appropriate understanding of her responsibilities in relation to safeguarding and she follows suitable procedures if a child has an accident. The child minder provides healthy food. On the day of the visit, children were offered fruit for snack along with a wrap, cheese and yogurt for lunch, and water to drink. The child minder ensures children have regular opportunities to play in the outdoors.

The child minder's interactions with children are positive and caring. She is sensitive to the needs of the children and ensures children are comfortable at all times, for example asking children for their permission before wiping their nose. She acts as a positive role model and praises children for their efforts and accomplishments, which promotes their confidence and self-esteem, "*Good job, da iawn ti!*" The child minder manages the children's behaviour well; encouraging the children to share and to be kind to their friends. Children are confident to approach her if they are unhappy. Some children seek extra comfort and support, and the child minder responds warmly to them, "*Beth sy'n bod? Ti eisiau cwtsh?*"

The child minder supports children's learning in a positive way. However, she does not keep a formal record of children's development or activity plans for the children. Observations are currently shared with parents verbally. The child minder told us, going forward, she plans to use the app she has adopted to record children's development. She is committed to promoting the Welsh language and uses Welsh frequently with the children, naming colours, numbers and alternating between English and Welsh in shorter sentences. The child minder mainly provides a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with. She recognises the importance of wider community experiences and regularly ensures children experience outings to the local community. The child minder extends children's learning and ensures she engages with them appropriately during their play activities. She is clearly aware of their routines and habits and recognises when they are tired or hungry, needing to move onto a new activity or needing comfort. For example, when one child became tired, she cuddled them on the sofa.

Environment

Good

The child minder uses appropriate systems to ensure the environment is safe and secure. Safety gates are in place and the child minder ensures she locks all entrances and exits whilst the children are present. The child minder identifies some risks to children and eliminates them as far as possible. For example, she promptly tidies up fallen items on the floor to prevent children from tripping over. She has risk assessments in place, however there was no risk assessment in place for the sand pit. The child minder rectified this immediately following the visit. The child minder has ensured the gas safety certificate is up to date. The child minder completes fire drills, however these do not include the number of children present during the fire drill.

The child minder ensures the premises are comfortable, welcoming and child friendly. The main play area is light, clutter free and gives children good space and freedom to move around. The child minder understands the importance of outdoor play to promote children's development. She has obtained grants to develop the outdoor area, and as a result ensures children have access to a very well-developed outdoor area. The large outdoor area is safe and secure and offers an exciting range of play opportunities including a planting station, potion making station, mud kitchen, climbing structure and mark making area to name a few. The child minder ensures children can independently access resources by providing low-level storage, furniture and equipment. This supports their development and self-directed learning. Children can request any resources that are out of reach.

The child minder ensures children have access to a wide range of resources that are of good quality and are age appropriate. They are varied to keep children's interests and are sufficient in quantity to give children a choice. The child minder ensures children have access to some multi-cultural resources.

Leadership and Management

Good

The child minder has a good understanding of her responsibilities as a provider. She is committed to providing a good service and has met all the recommendations from her previous inspection. The child minder has a range of policies and procedures in place, which had been recently reviewed. Following the inspection visit, the statement of purpose has been amended to meet regulations and accurately reflects her child minding service. She has ensured relevant Disclosure and Barring Service (DBS) checks are in place and has valid public liability insurance.

The child minder has written a suitable quality of care report. She seeks the views of parents and carers as well as the children. The feedback she has received is positive. The child minder considers further training opportunities in her review, and she is committed to improving her service to achieve the best outcomes for children.

The child minder has appropriate contracts in place for the children in her care and she provides a reliable service. She maintains the relevant permissions from parents, however there was no permission in place for the application of sunscreen. We viewed daily registers and records and these evidence the child minder maintains adult to child ratios consistently.

The child minder recognises the importance of working in partnership with parents. For example, she provides parents and carers with the relevant information to make choices about the care of their child. She keeps parents informed about all aspects of her child minding service and provides daily feedback on the children's time with her verbally and through an adopted app. The child minder understands the importance of working in partnership to ensure children experience all the support required to meet their individual needs. We received positive feedback from parents during the inspection process, *"The children are outside as much as possible, which is great for well being. My child is made to feel cared for and is always excited to go"* as well as *"A lot of time, thought and effort has gone into creating an exciting and inviting area both indoors and out. Grant money has been used excellently to really develop the garden and there is a range of equipment and variety of areas to ensure a range of skills can be developed."*

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)
Standard 7 - Opportunities for play and learning	Further develop the planning of activities and recording of children's development.

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)
Ensure permission is in place for the application of sun cream.
Further develop the fire drill records by including the number of children present.

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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