



Inspection Report

Corrina Griffiths

Llanelli



Date Inspection Completed

15/11/2022

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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	26 March 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children feel very secure, happy, and comfortable at this setting. They play freely, have fun, and express themselves well. Children choose toys and activities from the selection available. They have very good relationships with each other and the child minder.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. The child minder offers an adequate range of free play opportunities and some planned activities for children to access independently or with support.

The child minder ensures the indoor environment is safe, clean, and well maintained. The premises are homely, spacious, and accessible to all. Suitable risk assessments and safety checks are in place. The child minder provides an adequate range of resources, which provide opportunities to develop play and learning.

The service is generally managed well. The child minder has a beneficial range of policies and procedures in place. Communication with parents is effective. Two Area for Improvement notices have been issued in relation to the annual quality of care report and first aid qualifications. There are also two recommendations at the end of the report.

Well-being**Good**

Children have a strong voice and express themselves well at this setting. Children are confident communicators and have opportunities to make choices and decisions. For example, they play freely and make choices about the toys and activities they play with from the selection available.

Children engage and chatter away to the child minder, receiving nurturing and appropriate responses. For example, one child engaged the child minder in imaginative role play using small figures. The child played along with the child minder for a considerable amount of time and thoroughly enjoyed the role play conversation. Children feel safe, happy, and valued. They cope well with separation and are settled and relaxed. Children are quickly reassured if they are anxious. For example, one child accidentally knocked over their tower of blocks and received reassurance from the child minder. Her confidence was restored, and she happily continued with her game, knocking more towers over with the child minder for fun. Children display positive emotional bonds of attachment with the child minder, and they know the routines of the day well. For example, at snack time and when tidying up toys. Children express enthusiasm and enjoyment. They have fun with the child minder.

Interactions between children and the child minder are consistently good. Children cooperate well and are actively engaged and interested in their play. Children are treated with respect as their views and needs are taken into account. For example, children who were tired after a day in school were given time to relax and were offered a range of snacks which were brought to them. Children purposely play together for a sustained amount of time. We saw children play a game of families in the playroom. They enjoyed their game with one child commenting, *'I'll be the Mummy and you be the Daddy, OK?'*

Children confidently choose activities that interest them. They enjoy their play and learning, with freedom to safely explore their indoor environment. They have good opportunities to initiate their own play and to influence their activities. They freely choose toys from the resources available. They can choose to relax and have quiet times. For example, one child chose to have some quiet time in front of the television while eating their lunch.

Children are developing their independence well, which enables them to do things for themselves successfully. They confidently access toys and resources from low-level storage and feed themselves at mealtimes. They use the bathroom with increasing independence and are becoming confident in washing their own hands. They make decisions about what they would like to eat at mealtimes and access their drinks when thirsty.

Care and Development**Adequate**

The child minder has purposeful policies, which promote the children's safety and wellbeing. Her child protection training is up-to-date, and she responded appropriately to a child protection scenario. However, the child minder did not have an up-to-date paediatric first aid qualification in place. This is an area for improvement, and we expect the provider to take action. Following this inspection visit, the child minder has made swift arrangements to attend paediatric first aid training in January 2023. Effective hygiene practices are in place, with regular cleaning routines followed. For example, the child minder supports children when washing their hands prior to lunch time and regularly throughout our visit.

The child minder has an appropriate behaviour management policy in place identifying a range of simple house rules. For example, '*we share toys and help tidy*'. She follows the policy and uses the behaviour management strategies consistently, praising children for their achievements and encouraging good manners. She positively models the language associated with good manners and acts as a good role model at all times. The child minder strives to understand and communicate with the children in her care. Her interactions with the children are positive demonstrating warmth and kindness.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, during block play she discussed colours and shapes with a child, using some Welsh to further extend learning. We saw her playing alongside the child, joining in with imaginative play, diving down into the 'water' to get the right block to add to the tower. Although the child minder provides some adult-led activities which extend learning opportunities, the children would benefit from more activities of this kind.

Environment**Adequate**

The child minder ensures that the indoor environment is safe, clean, and well maintained. She keeps the front entrance door locked. At the time of our inspection the child minder did not keep a record of visitors to the premises. This has been swiftly rectified, and a visitor's book is now in place. She practises fire drills at appropriate intervals varying the times and groupings of children. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She completes a range of risk assessments relating to the indoor and outdoor environment. However, there was no risk assessment in place for car journeys. The child minder has been quick to rectify this and has now produced a risk assessment to cover this aspect of her service.

The child minder's premises are homely, spacious, and well organised. The children benefit from a spacious lounge area and adjoining conservatory playroom with plenty of floor space. Within the playroom there is accessible storage containing toys and resources. The child minder is mindful of the temperature within the conservatory playroom and ensures that children do not play in that area should it become too cold over the winter months. The child minder accompanies younger children to the ground-floor bathroom, which is clean and well maintained, and older children can access this independently. There is a secure garden to the rear of the property. However, this was not currently used as the floor surfaces were slippery and required power-washing. The child minder explained that she uses a local park which is close by during winter months to provide outside space for the children who use the service.

The child minder ensures the children have access to an adequate range of toys and play equipment that suit their individual needs. Indoors, toys and resources are stored appropriately, and the layout and design of the environment promotes children's independence. For instance, children can access things themselves or ask the child minder to pull out what they want. The child minder ensures the play environment is nurturing, providing some interesting activities and play equipment.

Leadership and Management

Adequate

Generally, the childminder runs her service well. She is organised and keeps all the required records. She has up to date car documents and certificates, such as insurance, in place. The childminder has an up-to-date satisfactory statement of purpose in place that reflects the service provided and meets the National Minimum Standards. However, this was not shared with Care Inspectorate Wales (CIW) at the time of our visit. She has since provided CIW with her up to date statement of purpose. She has beneficial, easy to read, policies in place which are reviewed in a timely manner. There are systems in place to record any accidents, incidents, and medication administration.

The childminder has a basic understanding of her responsibility to promote the Welsh language using some incidental Welsh with the children during our visit. Generally, her training is up to date, and she has some understanding of current best practice relevant to the children in her care.

The child minder has not formally reviewed her service or produced a quality-of-care report. She has not gained the views of the parents or the children that use the service. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder promotes positive partnerships with parents. As part of the inspection process, we gained the views of parents and they confirmed they were happy with the care given and felt that communication with the child minder was good. The child minder keeps parents up to date regularly through verbal communication during drop off or pick up and using private messages. The child minder has engaged positively with CIW during the course of this inspection and has responded swiftly to address identified short comings.

Recommendations to meet with the National Minimum Standards

R1. Ensure there is a balance of free-play and adult-led activities for children to engage with.

R2. Ensure that the statement of purpose remains up to date at all times and CIW are notified of any changes in a timely manner.

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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16	A quality of care review had not been undertaken. Ensure that an effective quality of care review is undertaken and report produced.	New
24	The child minder did not have a current paediatric first aid qualification. Ensure that suitable paediatric first aid qualifications are maintained at all times.	New
26	Administration of medication	Achieved
38	No Fire drill records	Achieved
15	Statement of purpose not in line with regulation	Achieved

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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