



## Inspection Report

Lydia Thomas

Llandeilo

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

22/09/2022

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

## **Summary**

Children are confident that their voices are listened to. They are settled, happy and relaxed. Children's interactions are good. They show enjoyment in their play opportunities and good independence skills.

The child minder effectively keeps children safe and healthy. She successfully promotes positive behaviour through praise and enhances children's self-esteem. The child minder develops children's independence skills. She organises her play and learning around children's needs, preferences and seasonal themes indoors and outdoors.

The child minder keeps the environment safe. She provides a clean, comfortable and welcoming environment for children. The child minder provides an extensive range of resources that are suitable for different ages and stages of development.

The child minder manages her setting effectively. She has appropriate systems in place to review the care that is provided. The child minder is a suitably qualified childcare practitioner and keeps training up to date. Partnerships with parents are good.

Children are confident that their voices are listened to. They contribute their ideas and communicate their preferences with the child minder. For example, children asked to play with the role play kitchen resources and received positive responses from the child minder. Children are confident that their needs are being considered. They ask the child minder for their preferred fruits and select their favourite-coloured bowls and utensils. When they want more water, this is promptly acted upon by the child minder.

Children are settled, happy and relaxed. They settle immediately as they arrive at the setting, exploring the different toys and resources in the playroom with excitement. Children feel safe in the outdoor environment, playing alongside the farm animal pets who are kept separate from the children. They feel valued by the child minder as they smile when she praises them for good work. Children feel a sense of belonging and contentment as they freely choose different toys and resources in the indoor and outdoor environment, helping themselves to kitchen utensils for role play, swing on the swings and play with the balls outdoors.

Children's interactions are good. Children show consideration and kindness towards each other. They share and take turns for the water wall resource and by going down the slide, where children shout *"One, two, three, go go go!"* They show good listening skills as they listen to prompts by the child minder who advises them not to shake the guinea pig hutch as it could frighten them away.

Children show enjoyment in their play opportunities. They initiate their own play indoors and outdoors as the resources are at a low level and accessible for them. Children concentrate on the tasks of interest to them. They persevered for a while playing with playdough and cutters and made shapes. Children are proud of their achievements as they shout *"I'm squashing! Look... a heart!!"* Children shriek with excitement as they played with the rocking horse which made sounds and rocked to the music.

Children's confidence in independence skills is developing well. They access resources that interest them and enjoy playing alone, with their friends and child minder. Children are familiar with their routines. They naturally wear their own wellies to go outdoors and wash their hands when coming indoors after outdoor play. Children can do things for themselves in line with their stages of development, such as feed themselves and develop creative and physical skills.

The child minder effectively keeps children safe and healthy. She is confident of the appropriate steps to take should there be a concern in relation to child protection and has updated her safeguarding training. The child minder promotes healthy lifestyles, encouraging children to drink from their water bottles at all times. She shows an awareness of the Food and Nutrition guidance for childcare settings, offering healthy snacks and lunches for children. She follows good hygiene procedures in relation to her own hands before preparing foods, children's hand washing before eating and sanitises dining areas before children eat their foods. However, the child minder does not have a current up to date food hygiene training certificate. Nappy changing policies and procedures are appropriate, and she follows the Public Health Wales guidance wearing gloves, sanitising the changing area and washing her hands between each change. The child minder supervises children well at all times. She has a current paediatric first aid qualification and a record of incidents and accidents are kept. However, the child minder does not always obtain signatures from parents on accident forms.

The child minder successfully promotes positive behaviour. She is an effective role model, talking positively and calmly to children whilst they play and dine. She encouraged children to say 'thank you' to children who shared with others. She knows the children well and actively reassures children who are shy with other adults visiting the setting and meets their personal and emotional needs. The child minder praised positive behaviours such as sharing role play kitchen resources, telling children *"Ahh, you're being very nice!"* The child minder encouraged and enhanced children's ideas and abilities by responding to their individual needs. She promoted their self-esteem by praising their good playdough cutting skills. When children told her *"Look, I've done a heart!"* the child minder smiled and responded by saying *"Wow that's beautiful! Well done!"*

The child minder enhances children's independence skills by encouraging them to dress themselves, feed themselves and provides a range of resources to develop independence. She organises her play and learning around children's needs, preferences and seasonal themes indoors and outdoors. The child minder has a record of children's progress and records observations in order to cater for children's developmental next steps. The child minder uses some incidental Welsh and enhances children's recognition of colours and shapes through discussions and play.

The child minder keeps the environment safe. She conducts risk assessments and reviews them regularly. The front door is kept locked during child minding hours and a safety gate is fitted between the playroom and kitchen. Chemicals are stored away from children's reach and first aid kits are always near. Maintenance checks are up to date and fire alarms are regularly checked. The child minder implements regular fire drills with the children and a record is kept.

The child minder provides a clean, comfortable and welcoming environment for children. The environment effectively meets the needs of children, with a downstairs playroom, toileting and hand washing facilities with separate towels, and a dining area. There is a safe area for children to be able to move freely from indoors to the outdoor area. The dedicated playroom area is spacious with areas for tabletop games, activities such as playdough, and areas where children can role play and rest when they need to. The child minder provides a well-resourced outdoor area which is spacious, safe and provides children the opportunities to experiment with sand and water, and also physical activities as well as the experiences of exploring through nature walks in the local area.

The child minder provides an extensive range of resources that are suitable for different ages and stages of development. There are crafts, playdough and mark making resources available for children. There are Welsh labelled boxes of construction toys and role play resources which are at the children's level and accessible for children. There are puzzles, jigsaws and bilingual books within the playroom and a range of dolls, musical and soft toys. The outdoor environment has a wealth of resources which include a mud kitchen, sand play area, water wall, climbing frame, swing, slide, see-saw and ride along cars with balls and utensils for the mud kitchen. There are resources which promote an awareness of cultures and diversity.

## **Leadership and Management**

**Adequate**

The child minder manages her setting effectively. She has a detailed statement of purpose which has been updated during the course of the inspection that meets regulation and national minimum standards. Policies and procedures are reviewed regularly, and documentation is shared with parents. Public liability insurance is valid. Records of children's attendance are organised and adult to child ratios are fully met at all times. Contracts and permissions are in place for children attending. The child minder's disclosure and barring check (DBS) was out of date prior to this inspection visit. This is an area for improvement, and the child minder has taken immediate action to rectify this by submitting a new DBS application during the course of the inspection.

The child minder has an appropriate system in place to review the care that is provided. She considers the views of parents and children in her evaluation. She identifies targets to develop and make improvements to the setting.

The child minder is a suitably qualified childcare practitioner and keeps most mandatory training up to date. She has good knowledge and understanding of child protection and safeguarding. She knows what steps to take should she have any concerns about the welfare of children. The child minder currently works alone and therefore has no childminding assistants. She engages well with Care Inspectorate Wales. She informs CIW of any significant changes to the setting and has completed the most recent Self-Assessment of Service Statement (SASS). The child minder has arrangements in place for any concerns and complaints that could arise.

Partnerships with parents are very good. Parents told us that their children are very happy at the setting, and they really enjoy exploring nature and the outdoors. They say the child minder is very approachable and that their children are making good progress.



## **Recommendations to meet with the National Minimum Standards**

R1. Ensure signatures of parents and guardians are obtained for accidents and injuries

R2. Ensure food hygiene training is updated regularly

### 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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N/A	No non-compliance of this type was identified at this inspection	N/A
20	The child minder had not ensured that she had updated her enhanced criminal record certificate.	Achieved
38	Regulation 38 - Fire precautions	Achieved
	Record keeping - regulation 30	Achieved

<b>Ratings</b>	<b>What the ratings mean</b>
<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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