



Inspection Report

Christine Eynon

Llanelli



Date Inspection Completed

03/10/2023

About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	29 November 2019
Is this a Flying Start service?	[Manual Insert] No
Does this service promote Welsh language and culture?	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.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<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 safe and happy at this setting. They feel comfortable, relaxed and their choices and preferences are valued. Children's interactions are positive. They enjoy their play activities. The children are beginning to co-operate, take turns and share while younger children are beginning to develop a sense of right and wrong.

The child minder keeps children safe and healthy. She ensures children have plenty of outdoor and physical play. Interactions between the child minder and the children are very good. The child minder is caring and responsive towards the children.

The child minder keeps the environment safe. The property is well-maintained, clean and welcoming. Resources are of good quality and condition. The children cannot access all resources independently but when they ask the child minder, they are given equipment, toys and materials that are appropriate and suitable for their needs.

The child minder runs the setting well alongside another child minder. She seeks views of parents and children and completes an annual quality of care report for the child-minding setting. She is a well-qualified and experienced childcare practitioner. Record keeping systems support the running of the service. However, there are some areas for improvement.

Well-being**Good**

Children feel safe and happy at this setting. They are comfortable and relaxed when playing alongside each other. They feel a sense of achievement and pride in what they do. For example, they showed off their autumn hedgehogs and smiled at each other with such content. Another child happily sang to himself whilst playing with his chosen toy. Children feel appreciated and valued as the childminder and assistant give constant praise and encouragement. Children feel a sense of belonging and have good bonds with both the child minder and assistant.

Children have good opportunities to make decisions about what affects them. Their choices and preferences are valued. Children are confident to make verbal and non-verbal requests, which adults react to appropriately. Children are listened to, and individual needs are met. For instance, children nap at different times of the day and for different lengths of time, depending on what is suitable for each individual. Children's needs are appreciated. A baby was woken up gently and brought out to the fresh air in a push chair until they were ready to join in the play.

Children's interactions are positive, and they engage well with the child minder and assistant. Children express empathy and are sensitive to the needs of others. For example, older children gave the younger children hugs and smiles when appropriate. Interactions between the children are good. For example, two babies were fully engrossed in a conversation of babbling together. The older children share resources during their play and learning. Children share and take turns consistently in the setting and this is role modelled by both the childminder and assistant. Children are confident to make requests, whether it be verbal or by using hand gestures.

Children enjoy their play and learning activities. They are engaged for an appropriate amount of time for their age. Children focus for longer periods of time when there are fewer children at an activity. For example, three children of different age ranges played with the sand for a significant amount of time. Children of all ages enjoy singing, playing instruments and role play situations. However, children lack the freedom to explore their indoor environment, and they need to ask the child minder for their chosen resources.

Children have good opportunities to develop a range of skills including social, physical, language and creative. Older children are given more challenging activities. For example, they were encouraged to try a threading activity and were reminded of the safety expectations when using smaller resources. Children were given opportunities to develop independence during lunchtime. For instance, a younger child thoroughly enjoyed feeding herself whilst older children attempted to cut their own food.

Care and Development**Good**

The child minder keeps children safe and healthy. She ensures children have plenty of outdoor play and fresh air. When nappy changing, the child minder sanitises the changing area and her hands between each change. Tables are cleaned before mealtimes and children's hands are sanitised before eating. However, children are not always encouraged to wash their hands before eating. The child minder provides the children with healthy and nutritious meals. She also provides children with lemon water, and considers children's preferences with drinks, to ensure they are all hydrated throughout the day. The child minder and assistant are confident about their responsibilities to protect children. They both responded well to potential safeguarding and child protection scenarios. Mandatory training is regularly updated. Both the childminder and assistant have completed timely paediatric first aid and safeguarding training. The child minder and assistant have regular discussions around safety and supervision, and are aware of their roles and responsibilities.

Interactions between the child minder, assistant, and the children are very good. There are positive relationships between the adults and the children. The child minder and assistant manage children's behaviours and individual needs very well. They encourage children to share and to be kind. For example, when children wanted the same instrument, the child minder used distraction techniques and encouraged the child to give the instrument back until it was their turn. The child minder and assistant continuously praise good behaviour, which promotes the children's self-esteem. They also praise children for listening when prompted to share, and allow them opportunities to make the right decisions. Responses to behaviour are all age and stage appropriate. All adults use positive affirmations, such as, "*sharing is caring*" and "*teamwork is dream work*". Staff are good role models. They fully immerse children in positive language and promote the use of manners.

The child minder knows the individual preferences of the children. She is aware of children's individual development. The child minder produces basic planning which could be further developed to support the learning. Sometimes, the child minder uses open questions with the children and also provides opportunities to develop independence. However, this is not consistent. The child minder and assistant regularly track the children's development, recording next steps and date their achievements.

Environment

Adequate

The child minder has measures in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children. The child minder keeps the environment safe. The main door is securely locked and there is a visitor record which is completed on arrival and departure of the setting. The outdoor area is safe and enclosed, restricting access to the general public. Appropriate risk assessments are satisfactory and regularly updated. Fire drills are regularly carried out and recorded so the child minder, assistant and children are aware of the procedures to follow. Safety checks and test certificates, relevant car documentation and Public Liability Insurance are all up to date.

The setting is light, bright and well-maintained. Toilets are accessible downstairs with aids for children to use the facilities. There is a playroom dedicated for children's needs and suitable resources for the ages and stages of children attending. However, these are not always accessible to the older children. The child minder has a separate room for children to rest without disturbance, and she discussed how the room will also be utilised as additional play space when appropriate. Since the inspection, the child minder has discussed ways of rearranging the environment and arrangements will be flexible and will vary according to the activity and needs of the children. She has amended the Statement of Purpose to evidence that the maximum capacity will vary according to the age of the children cared for.

The child minder provides a wide range of age appropriate resources which are of satisfactory quality and condition. She provides some resources that promote multiculturalism. The child minder utilises the outdoors well and provides resources which promote physical and creative skills. Children are unable to independently access these outdoor resources. However, when children ask the child minder, they are given their chosen toy or activity immediately.

Leadership and Management

Adequate

The child minder runs the setting alongside another child minder. She is open minded and works appropriately to develop her service. There is a statement of purpose which has been updated during the course of the inspection. This now includes information regarding

the maximum capacity of young children and information about the childminding assistant. The child minder has implemented nearly all the recommendations from her last inspection. She countersigns records about the children, including permissions, accident and incidents and administered medication. However, some pertinent information was missing from some records such as the time of last dose of medication, detail on existing injuries and specific action taken on safeguarding issues. The child minder has a range of adequate policies and procedures. However, not all policies are fully adhered to. For example, the nappy changing policy states the use of apron and gloves, which was not used by the child minder on the day of inspection.

The child minder reviews the quality of care annually. She sometimes seeks the suggestions of their parents, carers and professionals. However, does not include the views of the children on paper. The child minder further explained that she does take into account the children's needs and feelings verbally.

The child minder is a well-qualified and an experienced childcare practitioner. She works effectively with another child minder and assistant. However, suitability checks for the assistant had not been obtained. While no immediate action is required, this is an area for improvement, and we expect the child minder to take action. Disclosure and Barring Checks (DBS) for both the child minder and assistant were not in place during the inspection. The assistant's DBS has since been renewed and the child minder is currently going through the process to obtain a new DBS certificate for herself. No regular supervisions or appraisals have been completed for the assistant. Regular discussions take place individually and as a group, but these meetings have not been formalised or recorded. While no immediate action is required, this is an area for improvement, and we expect the child minder to take action.

Leaders ensure that communication and engagement systems with parents are adequate. They generally keep parents informed verbally at collection times and provide basic written information regarding routines on report slips. The child minder relays messages, pictures and information to parents on a social media platform. She described the children in her care as part of the family. The working partnership between her, the other child minder and the assistant is effective and has a positive impact on the children.

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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28	Ensure that all suitability checks are in place for all staff members prior to them starting at the setting.	New
29	Ensure all staff receive regular supervision and appraisal.	New
20	The child minder must ensure that she has a valid Disclosure and Barring Service Certificate.	New
30	There was no record of who was looking after the children.	Achieved
30	There are no contracts in place between the child minder and the parents.	Achieved
25 (c)	There is no written general risk assessment.	Achieved
15 (4) (a)	The statement of purpose does not include all the information required by regulation.	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 22 - Environment	Further develop and adapt the environment to suit the age and needs of the children.

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 policies reflect the service's current procedures and that these are implemented in practice.	
Further develop and implement a method for recording existing injuries and provide more detail in safeguarding records.	

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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