



Inspection Report

Aimee 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 experience a nurturing service which gives them a good foundation for their learning and development. They are well settled and know they will be listened to by attentive staff.

Children are cared for by qualified and enthusiastic staff. There are consistent expectations of behaviour and interactions are well managed. There are suitable systems in place for monitoring children's progress.

The child minder offers a clean, safe, and welcoming environment. She ensures there is a wide range of suitable resources and equipment for the age and stage of development of the children in her care.

The child minder runs her service appropriately. She works well with the other adults working at her service. Record keeping systems support the running of the service and there is a system for reviewing the service annually. However, there are some areas for improvement.

Well-being

Good

Children have a strong voice at the service. They confidently make requests; verbal or non-verbal, which adults react to appropriately. Children are listened to, and their needs are met. For example, children slept at different times, according to their needs. Children are given choices throughout the day.

Children are relaxed, happy, and confident. They know the routines well and this helps to develop a sense of security. For instance, children held their hands out to sanitise and waited at the wall for a drink. Children went to the child minder and assistant for reassurance. They share their work and play, proudly show what they had painted.

Children interact well with their peers and the staff caring for them. We saw good interactions between older and younger children. For example, when they gave hugs to each other, the youngest children babbled happily. Children share and take turns consistently and this is also modelled by adults. Children confidently make requests and ask questions.

Children are engaged in their play and learning for an appropriate amount of time for their age. They can also relax and enjoy quiet times. Children can follow their interests and know that the child minder will support their play. For instance, while outside, children excitedly explored the effect of mixing different coloured leaves with water. Older children are offered more challenging activities and all children are encouraged to participate.

Children have a good variety of experiences, including freely chosen, unstructured and self-directed play. This enables them to gain a good range of skills, be independent, participate, and promote their all-round development. Children can develop a range of skills including social, physical, language and creative. Children have access to a variety of activities and resources, which were appropriate for their age and stage of development. They are given some opportunities to develop their independence. For instance, younger children were encouraged to self-feed or to try to cut up their food.

Care and Development

Good

The child minder and her assistant are clear about their roles and responsibilities in keeping children safe. They have a clear understanding of safeguarding, confidently answering what they would do in a child protection scenario. Staff follow good cleaning and hygiene practices. For example, during nappy changing; and they used individual towels to dry their hands. Staff regularly reminded children about personal hygiene. Staff consistently supervise sleeping children, and there are lots of regular discussions between adults around safety and supervision. They provide children with healthy meals and snacks and ensure children get plenty of fresh air. For instance, they offer lemon water to drink, and healthy foods.

Staff have consistent expectations of behaviour and work in line with their behaviour management policy. They use regular positive affirmations. For example, they use *“sharing is caring”* and *“teamwork makes the dream work”*, which children also use in their play. Staff encourage children to share consistently and offer alternative resources or use distraction techniques effectively. They show lots of respect towards children’s individual choices and needs. For instance, they ask children to come and get their nappy changed. Adults are very good role models, consistently using ‘please’ and ‘thank you’, as well as, showing respect towards each other. They vary their responses to suit the age and stage of the children and offer constant reassurance to children by smiling and speaking in a calm voice.

Children are cared for by staff who are caring and responsive to their needs. They are enthusiastic which ensures that children’s play, learning, and development is promoted. The child minder uses effective questioning with the children to extend their play. For instance, the child minder asked, *“how can we make the sand stick together?”* and offered additional water when requested. Staff know the children’s individual preferences. There is some basic planning in place and regular tracking of children’s development. For example, the child minder regularly records and dates the children’s achievements and next steps.

Environment**Adequate**

The child minder provides a welcoming and rich environment that supports children to learn and play successfully. They care for children in a safe, secure, and clean environment. For example, she ensures doors are locked and keys are within an accessible location. They have a visitors' book and carry out regular safety checks. However, on the day of the inspection, there was a blind cord hanging down. Since the inspection visit, the child minder has confirmed that she has connected the blind chord to a hook. Safety certificates and checks are up to date, and she has public liability insurance in place. There are appropriate risk assessments which are regularly reviewed, signed, and dated. For example, she has risk assessments for the premises, regular visits and specific activities. The child minder carries out regular fire drills and all car checks are in place.

The premises is warm and welcoming and provides an effective environment for children to play and learn. Children's work is on display to promote a sense of ownership. The indoor and outdoor environments are used well to promote learning and development. The child minder has developed the outdoors well, with a mix of challenges for different skills. For instance, it includes a space for climbing, sliding, mixing and pouring. The indoors is light, bright, and well maintained. She provides equipment and resources suitable for the ages of the children in her care. For example, there are low level tables and chairs for older children and highchairs for younger children. Children have access to the main playroom, outdoors, a reading area and a sleep area. However, there is limited available play space within these areas for the age range of children at the service.

The child minder provides a wide range of developmentally appropriate toys and resources that keep the children engaged. All toys and play equipment are clean and well maintained. The setting uses natural and sustainable materials in children's play effectively. For example, there are a mix of wooden and plastic toys and resources, with plans to further incorporate more in the future. The child minder offers some resources to promote multiculturalism. There are a wide range of suitable outdoor resources and toys which children enjoy engaging with. Furniture and equipment are suitable and of good quality.

Leadership and Management

Adequate

The child minder works appropriately to develop her service. She has a range of adequate policies in place. However, not all policies were fully followed in practice, or include more specific information. For example, they did not include all information in the medicine form as stated in the policy, and the safeguarding policy did not have specific details about what to do if there was an allegation against the other child minder working at the same address. The child minder has an appropriate statement of purpose in place. However, on the day of the inspection visit, it did not include the most up to date information and didn't include information about the limited space within each playroom. Since the inspection visit, the child minder has updated her statement of purpose to reflect the current service. The child minder has implemented nearly all of the recommendations from their last inspection. They keep required records about the children including permissions, accident and incidents and administered medicine. However, some records they did not include all information. For instance, the medicine record did not include the time of the last dose and there was basic information included in the safeguarding record.

The child minder reviews her quality of care annually. She collects views of parents and professional views via questionnaires and verbally gathers children's responses due to their age. For example, she has a chat with the children, and discusses what new resources to buy. The child minder produces a basic quality of care report. She has an appropriate procedure to deal with concerns.

There service is appropriately managed. The child minder works with another child minder at the service and employs an assistant. She ensures that she keeps her training up to date and offers her assistant the same opportunities. However, the child minder has not ensured that all evidence of pre-employment checks are in place and both the child minder and the assistant did not have a valid Disclosure and Barring Service (DBS) Certificate. Since the inspection visit, the child minder has told us that she is putting all the evidence into a staff file. She has seen the assistants' updated DBS certificate and is currently going through the process to obtain a new DBS certificate for herself. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The child minder works positively with the other child minder and assistant. There is regular discussion between the child minder and the assistant. However, there was no evidence of regular supervisions and appraisals. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The child minder keeps an accurate record of children's times of attendance and who is looking after them.

The child minder keeps parents adequately informed. She shares daily information with parents both verbally and in writing as well as using social media and messaging to share pictures.

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
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 services current procedures and that these are implemented in practice.	
Further develop and implement a method of recording existing injuries and provide detailed 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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