



## Inspection Report

**Leanne Evans**

**Barry**



**Date Inspection Completed**

27/01/2023

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## 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 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.

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

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

## **Summary**

Children are happy and feel safe in the child minder's care. They settle well and develop positive relationships with her and other children attending. Children can make choices and decisions about their care and play. They have opportunities to become independent and develop their individual skills through a range of experiences and play.

The child minder is very responsive and attentive to the children. She has a warm and nurturing manner and is a good role model. The child minder knows the children very well and meets their individual needs and wishes.

The child minder's home is welcoming, well organised and supports children's play and learning. An assortment of indoor and outdoor toys and resources promote children's all-round development. The child minder regularly takes children on outings and attends playgroups in the local area.

The child minder manages her setting well, in line with the National Minimum Standards and regulations. Required policies and procedures are in place to ensure the smooth running of the setting. Parents are very complimentary of the child minder and the service she provides. The child minder has built supportive partnerships with other child minders in the local area.

Children are happy and relaxed within the child minder's care. They have many opportunities to make choices and decisions, as they move freely around the setting choosing from the toys available to them. Children are happy to express themselves, as they know their ideas and opinions are listened too. We heard them happily chat with the child minder as they mimicked farm animal sounds when playing with the farm toys.

Children have lots of fun at the setting. They enjoy being in the company of the child minder and eagerly involve her in their play. Children are extremely settled and familiar with the daily routines and play options in the child minder's home, which gives them a sense of security and belonging.

Children are beginning to form friendships in line with their age and stage of development. They interact well with one another and play happily alongside each other. Children receive frequent praise for their efforts and achievements, which promotes their self-esteem and makes them feel valued. They are well supported in learning to share resources and take turns and are beginning to understand the feelings of others. For example, we saw a young child move a cushion to make space for their friend to sit with them in the book corner.

Children enjoy playing with a good variety of activities and resources. They are absorbed in their play and concentrate for an appropriate length of time in line with their age and stage of development. For example, we saw a young child carefully stack cups, they persevered as they used their problem-solving skills to order the cups by size. Children have daily opportunities to enjoy the outdoors and their local environment. They play in the garden, enjoy walks to the park, and visit beaches, the library, and local playgroups.

Children are developing their independence skills well, enabling them to do things for themselves. For instance, they use the bathroom facilities and wash their hands independently with some oversight and direction by the child minder. Children access resources with ease or will confidently ask the child minder for help if they cannot find something.

## Care and Development

Good

The child minder keeps children safe and healthy. She has attended up-to-date safeguarding training and understands the procedures to follow should she have any child protection concerns. The child minder has current training in first aid, enabling her to deal with minor accidents confidently. There are suitable systems in place to record accidents, incidents, and the safe administration of medication. The child minder does not provide food but encourages parents to provide healthy snacks and meals. She regularly posts ideas for healthy recipes on her private social media page for parents and encourages them to provide a daily portion of fruit or raw vegetables for their child's snack. The child minder ensures children can easily access their water bottles/drinks throughout the day. She implements effective infection control procedures. We observed her sanitise the nappy changing mat after use and sanitise tabletops before children ate. Good hand hygiene is promoted with the children. For example, the child minder makes sure children wash their hands at appropriate times such as, before eating and after using the bathroom.

The child minder is kind and caring and delivers warm, nurturing care. She has a good understanding of child development and how this impacts children's behaviour. The child minder effectively supports children to interact with one another appropriately. We heard her encourage and praise children frequently, for their efforts and positive interactions. She is a good role model and encourages children to share and be kind. The child minder supports children to make choices over where and what they want to play with, this helps promote their self-esteem and self-confidence.

The child minder knows the children very well and provides play opportunities and resources according to their interests and needs. She promotes a calm and happy atmosphere which gives children the confidence to explore and learn. The child minder has effective systems in place to track children's development which enable her to help children progress. She naturally extends children's learning during their play with lots of incidental counting, language modelling and open questioning. The child minder promotes the use of the Welsh language very well, we heard her using simple Welsh words and phrases frequently with the children.

## Environment

Good

The child minder makes sure the premises are safe and secure. For example, the front door is kept locked and stair gates are in place. Accurate records are kept of children's attendance as well as of any visitors to the premises. The child minder completes risk assessments for all areas of the setting and any outings undertaken. Risk assessments are of good quality and identify potential hazards to children and measures in place to manage these risks. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. The child minder ensures that maintenance checks for the home, her car and public liability insurance are up to date.

The environment is clean and well maintained. It provides a light, bright and spacious area for children to play and learn. Children have use of a dedicated playroom in addition to a spacious lounge and downstairs bathroom. There is a good range of toys and resources for children to choose from, including toy vehicles, construction toys, arts and craft materials and role play items. Toys and games are well organised and stored in boxes at low level so children can reach them independently. Toys and resources are mainly plastic. The child minder told us she plans to purchase more loose parts/natural play resources to further enhance children's play experiences. Children have access to the garden for outdoor play, which has some suitable resources including water/sand table, slide, and a playhouse.

The child minder ensures equipment suits the children's age range. Children can sit comfortably at child sized furniture to complete tabletop activities and eat their snacks. Resources and toys are well maintained and in good working order. The child minder has implemented an effective cleaning routine for all toys and resources to minimise the risks of cross infection.

## Leadership and Management

Good

The child minder has good procedures in place to ensure the smooth operation of her setting. The child minder has a statement of purpose which outlines the details of the service she offers. However, this has not been updated since the removal of covid guidelines and does not reflect her current procedures for visits and outings. She agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as taking children on trips and accessing emergency medical treatment.

The child minder evaluates her care and makes improvements. She has completed a quality of care report that includes the opinions of people using her setting. The report reflects very positive feedback from parents which demonstrates a high level of satisfaction with the service she provides. For example, *“literally couldn’t recommend highly enough, my child adores her, I couldn’t be happier with the progress they’ve made since being with her”*. The child minder told us she has applied for a grant to make improvements to her setting. If successful she plans to create a sheltered area outdoors to enable children to access all weather outdoor play.

The child minder keeps up to date with best practice and refreshes her first aid, child protection and food hygiene training regularly. She has undertaken an extensive range of additional training to further develop her skills and understanding. For example, improving learning through children’s play, promoting positive behaviour, equality and inclusion in the early years, and additional learning needs processes in the early years. This demonstrates a commitment to improving practice and supporting her own professional development, which in turn benefits children. The child minder has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. She ensures household members DBS checks are current.

The child minder works closely with parents to help smooth their child’s transition into her care. Information about the children’s preferences and individual needs are sought before they start and is updated as needed. This ensures children continually receive a good level of care. She provides parents with daily verbal feedback on the well-being of their child. In addition, parents receive a written daily diary detailing their child’s day including information on naps, food intake, nappy changes and activities enjoyed. The child minder has developed beneficial relationships with other local child minders. They meet regularly to share ideas and provide further opportunities for children to play and make friends. The child minder also seeks support from local authority advisers which helps her promote best outcomes for children in her care.

## Recommendations to meet with the National Minimum Standards



R1. Implement plans to purchase more loose parts/natural play resources and develop sheltered outdoor area to further enhance children's play experiences.

R2. Update the statement of purpose to reflect reintroduction of visits and outings.

### 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
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Ratings	What the ratings mean
<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.

**Date Published** 27/02/2023