



## Inspection Report

**Miranda Mills**

**Llanelli**

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

**This report is also available in Welsh**



**Date Inspection Completed**

19/11/2021

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## About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

## **Summary**

Children are happy and settled and have developed positive relationships with the child minder and each other. Children are animated and enthusiastic in their play and they have fun. They experience interesting and appropriate opportunities that support and develop their learning.

The child minder promotes a healthy lifestyle and keeps children safe. She is caring, affectionate and is highly motivated and enthusiastic. The child minder manages interactions consistently and calmly, leads by example. She plans and promotes children's development well, personalising themes to promote children's well-being.

The child minder provides an appropriate range of toys, resources and equipment to promote learning. The environment is clean, well maintained and provides a welcoming atmosphere. However, the premises risk assessment needs updating to reflect the current arrangements within the house.

The child minder is an effective leader and she follows regulations and national minimum standards as required. She has a range of policies and records in place, and is well organised. She reviews her service annually and ensures she meets the conditions of her registration. The child minder has positive partnerships with parents and keeps them suitably informed. Parents are very complimentary of her service.

Children are confident communicators and have some opportunities to make choices. For example, when one child was waking from their sleep, the child minder made sure to follow their non-verbal cues before taking them to play.

Children are content and express enjoyment; they feel very safe, happy and valued. Children confidently ask to change activities, which the child minder follows and children happily chat, play together and talk about what they are doing. Children are active and express enthusiasm and enjoyment by smiling, clapping excitedly or joining enthusiastically with activities. They have a sense of belonging, are forming relationships and are familiar with routines. For instance, one child washed his hands after going to the toilet without prompting.

Interactions between the children and the child minder are consistently good. They listen to her instructions and answer questions she asks. For example, while reading a story, the children pointed at the pictures and talked about what was happening. Children are starting to show empathy and are becoming sensitive to the needs of others. Children share toys and resources; nearly all of the time, and receive regular praise for their good behaviour.

Children are enthusiastic and involved in their play and learning. They enjoy a good range of interesting opportunities. They concentrate for an age appropriate amount of time and the child minder builds on the children's interests. For example, during lunch time one of the children took an interest in what was going on outside, which the child minder then followed.

Children take part in activities resulting in a good feeling of achievement and high self-esteem. They are eager to show or talk about what they have been doing. One child happily talked about their construction tools and how they would use them. Children experience interesting age/developmentally appropriate opportunities that promote their all-round development. Children have a range of good opportunities to develop their independence skills. For example, during lunch time they are encouraged to feed themselves or to dry their hands.

## Care and Development

Good

The child minder promotes health and safety. She regularly reminds children about keeping safe and includes safety discussions within the play activities. For instance, when one of the children was playing with the construction toys, they spoke about why they wear goggles. The child minder promotes good hygiene, following her nappy changing procedure and encourages regular handwashing. However, on the day of inspection; while in the bathroom, the children used a shared towel to dry their hands. Since the inspection visit, the child minder has confirmed that there are individual towels available for use in the bathroom. The child minder offers healthy food and drink and checks on sleeping children regularly. She has a general awareness of safeguarding procedures and confidently answered what she would do if there was a child protection scenario.

The child minder manages interactions well. She is consistently responsive to their needs and wishes and she listens to the children's views and non-verbal communication. All interactions are positive and demonstrate genuine warmth and kindness towards the children. For instance, she used gentle, soft tones with the child who had just woken up. The child minder regularly reminds children about positive behaviour. For example, when one child wanted another's toy, the child minder reminded them "*sharing is caring*" and showed them how to ask for the toy.

The child minder provides a wide range of appropriate play and learning opportunities and therefore the child minder promotes children's development well. Weekly planning includes a range of interesting and appropriate activities that develop skills across the Foundation Phase areas. She follows a thematic approach and at times adapts her planning to make it personal to the children. For example, there was evidence of personalised planning when it was the youngest child's birthday week. The child minder consistently asks questions; using simple open and closed questions, and discusses the children's play. For example, while building a house the child minder asked what things they would find in the house. The child minder is aware of children's individual development, using personalised progress sheets showing milestones met. She records these appropriately to inform planning for next steps.

**Environment****Good**

The child minder successfully ensures that the environment is safe, secure and very well maintained both indoors and outdoors. She completes a general daily safety checklist. She has some risk assessments in place. For instance, a fire risk assessment and a use of transport risk assessment. However, the child minder has not updated or reviewed the general premises risk assessment. She performs regular fire drills so that children know what to do in the event of a fire and she carries out a regular programme of property maintenance.

The environment has good indoor play space for children to move freely. The child minder provided photographic evidence of local outdoor visits she has undertaken with the children. The child minder provides equipment suitable for the age and stage of development of the children. For example, at lunch time children could sit at the low-level table and chairs and younger children used high chairs. The child minder accompanies children through the hallway to use the toilet and she has a number of safety gates in place to ensure children can only access suitable areas.

The child minder ensures that children can access good quality and a satisfactory variety of age-appropriate furniture, toys and equipment indoors. For example, small world toys, craft materials, interactive toys and books. Some of the resources are stored in low level, open boxes, while others are stored on shelves in material boxes. The composite decking and garden area allows children to access the outdoor area regularly and there are a range of good quality outdoor resources including a climbing frame, play house, swing and sand tray.

## Leadership and Management

Good

The child minder demonstrates positive leadership skills in the documents and records that are available for her service. She maintains and shares an up-to-date effective statement of purpose that accurately reflects the service provided. The child minder keeps the required records securely and includes specific information about the child's needs, likes and dislikes as well as all other regulatory information. She records accidents, incidents and medicine given to children, sharing information with parents. However, the administration of one medicine record did not include the parent's signature. There was a comprehensive set of policies in place that showed understanding of current best practice, with policies shared with parents. However, she did not date the documents for review purposes. Since the inspection visit the childminder has confirmed that she reviews the policies on an annual basis and keeps an electronic record of the date of review. The child minder has a good understanding of their responsibilities to promote the Welsh language and supports parents in their preferred language of choice.

The child minder reviews the quality of care annually. She ask parents for their feedback through questionnaires and regular discussions and uses feedback from the children's interactions on a daily basis. She produces a basic quality of care report, which highlights what she has done over the past year at her service, including where she has made improvements and also future plans.

The child minder manages her time appropriately and prioritises activities according to needs. For example, core training such as first aid and food hygiene, was up to date. She has a current Disclosure and Barring Service certificate for herself and other family members. However, on the day of the inspection visit, she had not informed Care Inspectorate Wales that a household member had turned 16. Since the inspection visit, the child minder has completed the notification to show all household members over 16 years old living on the premises. Attendance records showed that the child minder was operating within her conditions of registration by caring for no more than five children at any one time and records accurately reflected when the children attended the service.

The child minder keeps parents suitably informed of their child's well-being and progress through verbal feedback and a messaging service. For example, she regularly sends photos using 'WhatsApp' to show what the children had been doing during the week and uses her social media page to share activities. Parents stated that the child minder keeps them well informed, sharing policies and other information with them and they felt that the child minder offered a homely service.



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

R1. Update the risk assessment of the premises and ensure they are reviewed annually or when there are any changes to the premises or the needs of the children.

R2. Ensure parents sign the administration of medicine record to acknowledge the entry of all medicines administered to children.

### 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
N/A	No non-compliance of this type was identified at this	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.

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