



## Inspection Report

**Laura Williams**

**Llanelli**



**Date Inspection Completed**

23/01/2024

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## About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	[This was a post-registration inspection]
Is this a Flying Start service?	[No]
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

<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 feel happy, safe and relaxed. They confidently express their feelings and know their needs are considered and met by the child minder. Children's interactions are positive, and they enjoy the play opportunities available to them. Independence skills are developing well.

The child minder keeps children safe, healthy and secure. Interactions are very good. She has a caring and positive relationship with the children in her care. The child minder is responsive to children's needs and has a good understanding of child development. She promotes the use of Welsh language.

The environment is safe and secure. The child minder provides a welcoming and comfortable environment which enhances the children's ability to become more independent. The areas accessible to children are spacious and the resources are of good quality and suitable for the ages and stages of children's development.

The child minder is organised and manages her setting appropriately. She keeps the appropriate records and ensures that safeguarding is prioritised. There are recommendations in relation to leadership and management. Partnerships are strong and effective.

Children feel settled, happy, and relaxed. They settle immediately as they arrive at the child minder's home. Children feel safe in the homely play environment, and confidently approach the child minder when they want cuddles, toys, or food. Children feel happy when they are praised for their achievements and feel a good sense of pride when they complete their craft work. Children certainly feel a sense of belonging as they run excitedly from one area to another with confidence.

Children have a strong voice. They feel their needs and preferences are considered and respected. For example, children can have their comforters with them at any time, and they chose what resources they want to play with. Children confidently say or show the child minder what they want, such as pointing towards their drink. Children know that their preferences and opinions are respected. They communicated to the child minder that they did not want cucumber, and that they wanted bananas instead; this was acted upon by the child minder and the offer of more bananas was very much appreciated by the children.

Children interact well. They are kind and think of others. Children share resources at an early age. For example, one child gave a younger child their beaker during lunch time, which was acknowledged by the child minder. Children show strong bonds of attachment with the child minder. They went to her for cuddles and communicated well with her through words and non-verbal cues. For example, children felt confident communicating their wants and needs with the child minder during play, and their needs are consistently met. Children are learning to use words that show politeness and gratitude, such as the word "Ta" at lunchtime.

Children enjoy their play and learning activities. They enjoy painting, such as painting hearts for Santes Dwynwen. This resulted in some children painting more pictures and other children playing with other activities of their choice, building and putting blocks together. Children initiate their own play indoors. They confidently access and play with the low-level resources which are available to them, such as musical toys, books and building blocks.

Children's independence skills are developing well for their ages and stages of development. They fed themselves finger foods and helped themselves to their water bottles and beakers. Young children show that they are independently pulling themselves up to stand and have confidence in walking, as well as throwing balls.

## Care and Development

Good

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 welfare. The child minder promotes healthy lifestyles, encouraging children to always drink from their water bottles. She shows good awareness of food and nutritional guidance, and offers a good range of foods for children, such as salads, fruits, toast, and homemade cooked meals. She ensures alternatives are offered when needed. The child minder washes her hands to prepare food for children and ensures that children's hands are clean before eating. She has good knowledge and understanding of children's dietary and medical needs. The child minder ensures that any potential risks or hazards to children are eliminated within the environment and updates her risk assessments regularly according to any accidents. She ensures that nappy changing procedures are followed according to the policy and infection prevention and control guidance. She wears gloves to change nappies and the changing area is cleaned in between every change. The child minder holds a current paediatric first aid certificate and food hygiene training is current. She keeps records of incidents, accidents, preexisting injuries, and medication records, which are signed and dated.

Interactions between the child minder and the children are warm, caring, calm and positive. She has a lovely relationship with the children, giving them comforting cuddles when they fall over. The child minder is very responsive to the needs of children. For example, when children did not want to sit too long, or did not want certain foods, she listened and responded to their needs accordingly. The child minder is a good role model. She encourages children to be polite and kind to each other. She praised children saying, "*That's very kind of you, thank you*" during discussions. She encourages children to be careful when they crawl under furniture and run around excitedly. She provides lots of praise for children for throwing a rugby ball well, and for children who are kind to others.

The child minder has a good understanding of child development and recognises children's next steps. She has a good understanding of Additional Learning Needs (ALN). The child minder organises lots of craft themed activities such as Santes Dwynwen, Christmas, and other celebrations to enhance the children's language, curiosity and creativity. Welsh language is promoted, and the child minder enhances children's Welsh language acquisition by singing songs and identifying words, numbers, colours, and shapes in books bilingually.

## Environment

Good

The child minder keeps the environment safe and secure. She ensures that gates are securely closed in between the door and the road. However, the back door was not securely locked during the inspection visit. The child minder ensures all maintenance checks are in place and there is a record of visitors to the setting. There are risk assessments on areas indoors, outdoors, outings and car journeys. Fire drills are regularly conducted and recorded. Chemicals and medicines are kept out of the reach of children and pet vaccination is up to date.

The child minder ensures the environment is clean, comfortable, and welcoming. The indoor area is spacious and organised. It effectively meets the needs of children and enhances children's ability to become more independent. There are suitable areas for dining for both younger and older children. The child-minding areas are on one level and there is a convenient toilet, kitchen, and outdoor area suitable for children's needs, with aids to support independence. Children's rest and sleep areas are comfortable and clean. She keeps separate bedding for each child, eliminating the risk of cross infection. The outdoor area is enclosed and promotes children's physical skills, creative skills, role play and curiosity. This was not in use on the day of inspection due to the weather conditions.

The child minder provides a good range of resources that are suitable for the children's different ages and stages of development. These are at a low level and accessible for the children to choose independently. They include boxes of construction, arts and crafts, role play, and small world play resources, musical toys, and softer toys. Older children can access puzzles, mathematical, language and problem-solving resources as well as smaller construction kits which can be played in a separate area from the younger children. There are books which promote both Welsh and English. However, there are limited resources and activities that promote diverse cultures.

## Leadership and Management

Adequate

The child minder manages her setting appropriately. She has a detailed statement of purpose which is a good reflection of the setting and meets regulations. Policies and procedures are reviewed regularly. However, the safeguarding and additional learning needs (ALN) policy needs to include current guidance in relation to the prevent duty, Wales Safeguarding procedures and the new ALN code of practice. Public liability insurance is valid and car insurance is also current. Records of children's attendance is recorded effectively, showing adult to child ratios are fully met. Children's contracts and permissions are in place for all children attending. Disclosure and Barring Service (DBS) checks are in place for the child minder and others living at the setting.

The child minder communicates well with parents. However, there is no evidence that the child minder has collected the views and ideas of parents and children to further develop the setting.

The child minder keeps mandatory training up to date. However, the safeguarding training needs to meet the requirements of the national minimum standards. She has policies and procedures to deal with any potential complaints and concerns that could arise. The child minder engages well with Care Inspectorate Wales (CIW). She has informed CIW of changes and significant events affecting the setting and has completed the Self-Assessment of Service Statement (SASS).

Partnerships with parents are strong. The child minder shares all policies, procedures, contracts, and permissions with parents. She is in contact with parents daily and shares information and pictures with them via an online platform app. Parents informed us that their children love going to Laura's; *"They love her and her family so much and they are like extended family. I'm really happy with the care! I really couldn't have asked for a better child minder, we're so lucky to have found her. She's perfect, does an excellent job!"*



### 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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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 18 - Quality assurance	Ensure policies and procedures for additional learning needs and safeguarding include current guidance
Standard 22 - Environment	Ensure all doors are locked and that resources include those that promote cultures and diversity
Standard 18 - Quality assurance	Ensure parents and children's views and opinions are included in the quality of care for the setting
Standard 20 - Child protection	Ensure the safeguarding training meets the requirements of the national minimum standards

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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