



## Inspection Report

**Nichola Roberts**

**Llandudno Junction**



### **Date Inspection Completed**

14/12/2023

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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           | This is the first inspection since registration   |
| Is this a Flying Start service?                       | Yes   |
| 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. |

|  |             |
|--|-------------|
| <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 busy and form warm relationships with the child minder. They enjoy their time at the setting and are confident to let the child minder know what they want to do. Children have fun and a good range of play and learning experiences. They have plenty of opportunities to choose whether to play inside or outside.

The child minder knows how to keep children safe and healthy. She supports individual children in a warm and highly positive way ensuring they are nurtured. The child minder is relaxed, kind and friendly and plans a range of activities in line with children's interests. She promotes children's imagination with activities and informal teaching moments which help them to learn and develop their skills.

The child minder provides a safe and comfortable environment for children with good learning opportunities. She ensures hazards and risks are monitored and managed effectively. A good range of natural resources and experiences are effective in developing children's social, physical, and creative skills as well as providing good learning opportunities.

The child minder manages her provision well and understands her regulatory responsibilities. Documents are clear, well organised, and easy to find, and suitability checks are kept up to date. The child minder takes the children on outings so they can learn more about the world around them. Parents are well informed about their children's development. There are successful partnerships with parents and the local school.

Children are happy and settled. They move freely around the natural resources and activities both inside and outside and can choose for themselves as everything is stored within their reach. They are happy to follow their own interests and show confidently what they want to do. They show pride and skill opening their advent calendar and discovering their favourite mini sized book fills them with excitement.

Children have close attachments with the child minder and develop warm relationships. They develop a strong sense of belonging and are confident to chat to us. Children are happy to approach the child minder for comfort and react well to positive words of encouragement and praise particularly when carrying water carefully in a teapot from the water tray into the sand.

Children are confident as the daily routine is familiar. This ensures children feel secure as they know what is going to happen next, such as washing their hands and having their nappy changed. They happily chatter to the child minder about what they are doing and are eager to involve her in their play asking for help when they need it. Children enjoy quieter times too, relaxing on the settee listening to a story.

Children have a good range of play and learning experiences and develop new skills well such as balancing and perseverance. They like to spend time outdoors and are excited to play outside in their garden. They have good opportunities to develop socially as they go on walks in the local area learning about the world around them as well as local toddler groups. Children are encouraged to do things for themselves and develop their language skills highly effectively with excellent individual support from the child minder and her family.

The child minder understands her responsibility to keep children safe and healthy and has relevant policies and procedures in place. The child minder knows the procedure to follow should there be any safeguarding concerns about a child. She records accidents and incidents and ensures parents sign the records on collection. The child minder promotes a healthy way of life with plenty of walks and outdoor play. She ensures children wash their hands before eating. The child minder promotes good hygiene by following practices such as wearing an apron and gloves to change nappies. Following the inspection, the child minder has added more information to the fire drill record, the accident and medication forms. Risk assessments now include the dogs and those for outings now include the routes taken.

The child minder has built positive relationships with the children. The care is relaxed, and child led, ensuring children's emotional well-being is nurtured. The child minder interacts with warmth and kindness, giving plenty of praise for small achievements which makes the children feel proud.

The child minder is knowledgeable about children's development and highly successfully meets their individual needs. She follows children's individual routines and preferences well. Parents receive a good level of detail about the child's day. The child minder plans interesting activities and play experiences that the children enjoy and which link to seasons, special occasions, and places of interest. She ensures children are busy and respects all their choices, interests, and requests. The child minder encourages children to use their senses and make the most of every learning opportunity. For example, looking at the seagulls on the roof and an aircraft leaving a vapour trail in the sky.

## Environment

Good

The child minder ensures the premises are safe and well maintained and meets the needs of the children. The front door is locked and visitors to the setting are noted. The child minder makes sure equipment is safe and the environment and toys are clean, well maintained and age appropriate. Checks are made and risk assessments identify and manage any hazards and what action is needed. The child minder is aware of her responsibilities and supervises children well during their activities. Fire drills take place every month, so children know how to evacuate the home in an emergency.

The child minder ensures the environment is suitable and children feel comfortable and at home. She knows her setting well and has developed her service with plenty of toys, games and equipment and organises these well so children can access them easily. The child minder ensures the space is welcoming to children. The layout of the room promotes children's independence and is attractively organised to enable children to freely explore and make their own choices about what they want to play with. Play areas are light and bright and all the furniture is appropriate and in good order. A secure, garden for the children is well resourced. The garden with different dedicated areas such as sand and water and a climbing frame provide a variety of different play and learning opportunities for children to enjoy outdoor play.

A well-resourced playroom and outdoor area provide good opportunities for children to develop a range of skills and create imaginative play. There are a variety of materials including plastic and natural objects which give the children the opportunity to work with different textures and surfaces. The layout of the room promotes children's independence and is organised to enable children to freely explore and make their own choices about what they want to play with. The child minder shows a few pieces of children's work which creates a sense of belonging.

## Leadership and Management

**Good**

The child minder runs her service in a professional way. The statement of purpose provides parents with the required information about what the setting offers so they can make a choice. Policies and procedures are available for parents and the child minder keeps an accurate record of children's attendance. She is to introduce a review tick sheet, so it is clear when they have been updated. The complaints procedure has more detail and is clear for parents. Records are clear and well organised, with information and documents easy to find. The child minder is a member of a childminding support organisation. She finds this useful to keep up to date with information about her business and utilises some of the documentation the organisation provides.

The child minder is committed to improving the services she provides. She reflects on her practice and completes an annual review. The child minder is aware of her strengths and areas to improve. Parents are very pleased with the service they receive, and their views are considered. Following the inspection, the child minder confirmed in writing that

The child minder ensures she keeps up to date with all mandatory training and current guidance to improve her knowledge and carry out her role effectively. She is part of Flying Start and as a result undertakes training which benefits the setting and the children. All relevant family members have a current Disclosure and Barring Service (DBS) check.

The child minder has built effective partnerships with parents. She keeps them well informed about their child's day and photographs of the children enjoying their time with her. The child minder is sensitive to the needs of the children and their parents and forms are completed before the child starts so the child minder can provide a good level of care, including immunisations. Regular updates from parents ensure that the changing needs of the children continue to be met well.



### 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 inspection | N/A |
|-----|--|-----|

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)   |
|                            | No NMS Recommendations were identified at this inspection |

| 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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