



Inspection Report

Rachel Llewellyn

Barry



Date Inspection Completed

16/06/2022

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

Summary

Children are happy, relaxed and enjoy themselves at the setting. They form good relationships with each other. They are confident in approaching the child minder to express themselves and make choices. They enjoy their play and opportunities to develop independence.

The child minder is suitably qualified, nurturing, and responsive to the needs of the children. She listens to children carefully, to ensure she meets their needs. She manages their behaviour in a calm, positive manner as she listens to the children and respects them. The child minder supports children's learning by ensuring play focusses on their interests and is fun and engaging.

The child minder's home is safe, secure, and maintained to a very good standard. There are sufficient resources to encourage and engage children to play and learn. Toys and play equipment are age appropriate and in good condition. The child minder completes daily visual risk assessments of the environment to identify any emerging risks. At present children do not access the garden as work is being undertaken to improve this area.

The child minder is organised and satisfactorily manages her service so that it operates smoothly. She is motivated to monitor her service more effectively and make improvements to her service's record keeping and paperwork. She works well with parents and provides daily updates regarding their children and their individual needs.

Well-being

Children happily express their opinions and make choices at the setting as the child minder listens to them and responds to their wishes. They direct their own play, finding and deciding upon resources and toys they know will stimulate their interest. They approach the child minder with ease when needing extra support or when wanting her to join them. We saw they felt valued when the child minder praised them, delighted that their efforts in recognising and naming animals was acknowledged.

Children love playing games with one another and make friends at the setting. They are happy to share and wait patiently during activities. They listen and respond well to the child minder's instructions and suggestions. Children feel secure, as they know daily routines and understand the child minder's clear instructions. For example, they sit at the table during snack time and are polite and respectful whilst eating their snacks. Older children are kind and considerate to younger children and we saw one child put their arm around another child and kiss them on the cheek.

Children really enjoy the activities, toys, and trips to community resources such as playgroups and parks. They concentrate well on their chosen activity and express lots of enjoyment and enthusiasm. For example, children were eager to play with the playdough and enjoyed attempting to name the colours before starting to make models. Samples of the children's work, such as father's day cards the children had made were proudly on display and this helps them to develop a sense of ownership over their play space.

Children are developing their independence skills in line with their age and stage of development. They enjoy helping and do things for themselves. They sat at a table for their snack, feeding themselves independently whilst chatting sociably to one another. Children easily access the toys they want and are co-operative in tidying up and keeping things organised. The child minder accompanies younger children to the washroom and encourages them to wash and dry their own hands and to be as independent as possible.

Care and Development

The child minder has a good understanding of how to keep children safe and healthy. She understands the principles of safeguarding children and is clear about the procedures for reporting concerns about a child. She has a good understanding of children's individual dietary requirements and encourages the children to develop healthy eating habits. She completes regular fire drills with the children, but has not recorded them in detail, which would aid a more thorough monitoring of the procedure. The child minder appropriately records all accidents and shares this information with parents. The child minder does not distinguish between accidents and incidents and does not have records for pre-existing injuries. This makes it difficult to identify any emerging patterns as well as safeguard herself against potential allegations. She understands children's individual health needs and maintains appropriate records. She promotes children's physical development through lots of daily outdoor exercise.

The child minder is nurturing and attentive to the children and gives lots of praise and recognition for the children's efforts. She gives clear instructions and prompts so children are properly prepared as they move through the daily routines and so that they can manage any unexpected changes. She interacts with the children in a way that promotes their learning and development. For example, when the children were playing with play food making pizzas, the child minder gently asked them to identify the items and say what colour they were. The children confidently attempted this, and the child minder praised their efforts immediately.

The child minder supports children's learning and development through providing access to fun and stimulating activities. She takes account of children's interests and plans activities around them. For example, one child loved Peppa Pig and so the child minder ensured lots of Peppa Pig books and jigsaws were available for the child. Children are relaxed and confident to question and explore their surroundings. She keeps records of her assessments so that she can see how a child is progressing and to monitor whether they are meeting personal milestones. For example, "*X can build a tower of four blocks*", "*Y can follow a simple one step instruction*". She makes sure she knows about any health needs a child may have, to ensure that she can meet children's individual needs although we did not see an additional needs policy.

Environment

The environment is a safe and secure place for children. Child safety gates are appropriately situated. The child minder diligently controls access to the premises but did not have a system to record visitors. She explained that she rarely has visitors whilst her service is operating but said she would put this into place immediately. The home is maintained very well and has the necessary safety checks. Any risks have been identified and removed as she completes daily visual checks of all child-minding areas. She had written risk assessments for the property, but these had not been reviewed recently. However, she had assessed that at present the back garden was not safe enough for children to play in as garden work was being completed.

The home is child friendly and provides a comfortable space for children to play and learn. The lounge/playroom is light and bright with easily accessible resources and toys. These include a play kitchen and accessories, puzzles, lots of books and easily accessible arts, crafts and small world play. Children can sit comfortably at a child sized table to complete tabletop activities and eat their meals. There are very few multicultural resources. However, the child minder explained how she introduces information about other cultures and backgrounds into play. She showed us a calendar of multi-cultural festivals such as Diwali and Chinese New Year, so that she could celebrate these with children. The washroom is suitably equipped to enable children to complete tasks independently.

Resources are well maintained, in good working order and children clearly enjoy playing with them. The child minder monitors the toys and resources to make sure they meet the needs and interests of the children attending. She regularly checks, discards and replaces broken or damaged toys. She explained that she introduces natural play resources during play sessions and nature walks.

Leadership and Management

The child minder manages her setting to a satisfactory standard. She has policies and procedures to help operate her service but some of these policies had not been reviewed annually to ensure they reflect current practice. She had ensured that all people over 16 living at the service have a Disclosure and Barring Safety certificate (DBS). However, there had been a significant delay when renewing her and her husband's certificates, as she had overlooked these checks. She has stated that as she has subscribed to the live DBS service this will not happen again. She has a statement of purpose so that parents understand how her service operates. Some elements of her record keeping are incomplete. Policies and documents such as the complaints and safeguarding policies are missing some information. We discussed this with the child minder and are confident that she will address these issues quickly.

The child minder is motivated to improve her skills and the quality of care she provides and has systems in place to review her service and plan for these improvements. In preparation for her quality of care review, she has questionnaires for parents to gain feedback about her service. Children's views are considered by talking with them about what they like to do and observing their preferences during their play.

The child minder is appropriately qualified and ensures her training is up to date including her paediatric first aid certificate. The child minder manages her time and resources well so that children's experiences at the service are positive.

The child minder values the relationships she builds with parents and children and understands the importance of information sharing to ensure children's needs are met. She maintains links with parents and keeps them informed about their children's daily routines and progress. There is a statement of purpose with essential information so that parents can make an informed choice about whether the service meets their needs. Questionnaires we read demonstrated that parents using the service are highly satisfied with the care their children receive.

Recommendations to meet with the National Minimum Standards

- R.1. Record fire drills in detail to ensure proper monitoring of procedures.
- R.2. Separate incident and accident records and establish means to record any pre-existing injuries.
- R.3. Ensure all documents including policies, procedures and risk assessments are reviewed annually or as necessary.
- R.4. Additional needs policy to be included in policies and procedures file.
- R.5. Increase children's access to multi-cultural resources.

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

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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