



Inspection Report on

Llinos Bowen

Newport



Date Inspection Completed

07/10/2022

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About the service

Type of care provided	Child minder
Maximum number of registered places	10
Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	14 March 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language 'Active Offer'?	The service provides the Welsh Language 'Active Offer'. It anticipates, identifies and meets the Welsh language and cultural needs of people who use or may use the service.

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

Go to the end of this report for further information on ratings.

Summary

Children are happy, seem at home, and communicate confidently with their peers and staff. They develop firm relationships and are independent as they are given choices and opportunities to express their views and contribute to ideas for play and the day's routine.

Practitioners are experienced and understand and follow policies and procedures to promote well-being, safety and healthy lifestyle. They encourage children to express themselves and interact with them in a positive manner. They plan activities carefully to meet the children's requirements and interests, as well as their identity.

The child minder ensures that the environment is safe and secure and sets clear guidance to ensure that everyone understands their responsibilities. They offer a wide range of good resources to meet children's individual requirements and stages of development.

The child minder ensures they comply with almost all the regulations and the National Minimum Standards. They have strong relationships with parents and with the school and local nursery settings, to which they offer a drop-off and collection service.

Children communicate confidently as their wishes and needs are considered. They have good opportunities to make choices and decisions about what affects them and the children's views and interests are valued, and staff act upon them. For example, children were observed selecting fruit during snack time, and were offered more bread and butter and cheese at lunchtime. A sound example was also seen of children expressing their wishes as they prepared for the journey to collect children from the nursery school, with some choosing to remain in the setting, and others choosing to go on the journey.

Children evidently feel safe, at home and happy. They cope very well with being apart from their parents and the settling-in policy is carefully considered, with each child supported. On the day of the visit, children moved safely around the site confidently and busy at play, or comfortably relaxing around the setting.

Children are active and express enjoyment. For example, when they were outside in the garden, excited chatter about the herbs they had planted could be overheard. Children are clearly familiar with daily routines. They have a sense of belonging and have developed good relationships with their peers. Interaction between children and adults is constant, and children co-operate well and show an interest when taking part. They show respect for each other and children were seen helping each other, discussing, choosing and making decisions together.

Children are enthusiastic in their play and enjoy the variety of resources available to them, as well as indoor and outdoor play areas. A group of children was seen gathering behind the sofa for role play; the level of play and learning was rich, and the chatter was evidence of the children's enjoyment. Another example was when they chose to play with dough to experiment and make birthday cakes for the Gruffalo, talking amongst themselves.

Children are free to wander in their indoor and outdoor environment, where there is a range of different areas outside to experiment in the soil, gardening, climbing and running. Children have opportunities to choose and initiate their play as there is a good balance between the activities prepared for them and those that remain constant. They have many opportunities to express their interests and are eager to discuss with others. Children move around independently to use the toilet, wash their hands, sit at the table, dress and undress themselves and have endless opportunities to develop their problem-solving skills. There was a range of resources and opportunities to undertake interesting activities suited to the children's age and development, for example, a box full of magnets that are popular with older children as they create and construct their own projects, during school holidays.

Most practitioners understand policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being, and implement them.

Most practitioners identify risks and manage them consistently. A range of detailed risk assessments were seen during the visits, all of which are relevant to the service and accurate. Most practitioners implement clear hygiene practices, but consistency in glove-wearing and hand-washing were not seen during meal times. The child minder stated that there are also procedures in place to ensure each child has their own personal hand towel in the toilet area, to avoid the spread of infection and support further opportunities for independence. No nappy-changing procedures were seen on the day, but facilities were seen to be in place. There is a good understanding of safeguarding procedures and the child minder has an up to date safeguarding certificate as well as experiences of attending CIW safeguarding workshops.

Children speak and express themselves well, as they are able to react and interact constantly, and their home language is promoted. The rapport between practitioners and children is good. They listen to children's views and their wishes and ideas are respected. Interaction shows warmth and kindness, and the child minder was seen talking to the children about a collage of personal pictures for each child, including family members and their favourite things; the children were clearly comfortable, happy and confident to contribute and share names. The child minder was knowledgeable on additional learning needs issues and they have a network of support that forms part of the service's daily practices. On the day of the visit, one practitioner had attended a specific ALN course to support a child in the setting further. The child minder ensures that the service and practitioners have a rich understanding of diversity issues and they promote children's rights under the UNCRC. An effective example of this was a display in the dining area, where there was a silhouette of a child on the wall and the children had added rights to the shape. In addition, there was an ongoing activity creating each child's personal home for them to learn and empower children about their identity.

Practitioners ensure children have broad opportunities to develop through their play and learning. They know the children very well, follow individual interests and plan from those interests. They support children's individual needs and provide for them. The child minder explained plans that are ongoing to adapt the rooms to facilitate the experience of a hearing impaired child by investing in new mats and curtains to absorb the sound. They have attended a number of evening workshops on 'making and developing marks'. Consequently, they are introducing further changes to their practice by ordering hard clay rather than using soft dough, to develop and extend children's fine motor skills.

The child minder offers a carefully adapted environment and a very good level of security, where the setting is kept locked at all times. Children were independent when given access and freedom to use all areas of the play room, the dining area and the quiet area as well as the exciting and vast area outside in the garden. Practitioners were present throughout the children's time outdoor. Children's arrival arrangements were observed, along with the process of storing bags and shoes in the main reception. The child minder ensures that there are general risk assessments and fire risk assessments in place and they are practised and reviewed regularly. The service's fire drill was seen following the visit, and this was accurate. The child minder ensures that the ratio of practitioners to children is correct and that they supervise children very well. The child and practitioner register was seen, and was consistently maintained. On the day of the visit, a visitors' book, gas certificate and Healthy Pre-School successful setting certificates were seen.

The wide range of appropriate resources and provision are stored in an organised and secure manner in appropriate boxes on robust shelving, with resources for young children on the bottom shelves and resources for older children above. The environment also offers areas with space to store craft resources, an area for preparing snacks, an area in the foyer for holding confidential discussions with staff and visitors, and an area in the quiet room, where the children's coats and wet-weather footwear are stored. Most of the service's paper work is kept confidentially on the child minder's computer.

The child minder provides very good resources to stimulate the children's curiosity. There is a wide range of resources in the indoor play, enabling all children to see and touch them easily. The outdoor play area behind the setting offers a range of good quality provision. For example, climbing frames, swings, little houses for role play, a hard patio area for driving and using scooters, gardening and plant-growing areas, a small orchard for gathering apples — each area offering a large number of interesting opportunities for children to explore safely and freely. For babies to sleep, a room was seen on the site offering appropriate sleep provision, though there were no babies present on the day of the visit.

The child minder has years of caring experience. They have a clear vision, and share this with the children, practitioners, parents and service users by providing clear policies and a statement of purpose which reflect the service. They comply with the majority of relevant regulations and meet most of the National Minimum Standards. The child minder is organised in terms of reviewing policies, certificates, information and records. A relatively clear procedure is in place with regard to the children's register and practitioners' log, but the child minder is developing this further, to include practitioners' arrival and departure times every day.

Although there are staff files in place, the child minder has developed these further since the visit, to include accurate information for each member of care staff. Similarly, the process of recording care staff supervision and annual appraisals has been developed further since the visit, to show a more formal structure. In relation to the Welsh language, the service's Welsh language feel and culture are apparent, and the child minder meets their responsibility to promote the Welsh language while respecting each child. Literature was seen to be available for parents in the reception area to support the partnership between the service and families.

The child minder demonstrates clear aims for further development and the vision for development is continuous, good and purposeful. The points for improvement, identified in the last report on the quality of care, were seen to have been met fully. On the day of the visit, the child minder explained that the process of distributing questionnaires to everyone for the January 2023 report had been followed.

The team cooperates effectively and identify their own strengths; this leads to the distribution of responsibilities to raise the standard of the service. There is good evidence of strong links with a wide variety of service users, families and professionals. There is a good partnership with the nursery school nearby and the local school in providing a transportation service, and this was seen to be working correctly and safely on the day of the visit, despite the wet weather. There was no opportunity to speak to parents on the day of the visit, but questionnaires show they are very happy with the service. On the day of the visit, the effectiveness of the way information, photos of activities and occasions are shared safely on a private site was seen. Another example of strong partnership was that a bench outside the service's front door had been made by a family member of one of the children, for people to wait outside during lockdown.

Recommendations for compliance with the National Minimum Standards

Add R1. R2 etc and the required wording manually These are not regulations but national minimum standards.

R1 — Record each child's arrival and departure time on the daily register;

R2 — Ensure you follow the guidance on infection prevention and control for childcare settings in Wales (0-5 years)

R3 — Formalise the process of care staff supervision and appraisal further.

Summary of non-compliance

Status	What each one 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
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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
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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