



Inspection Report

Leanne Lynch

Llanarth



Date Inspection Completed

08/12/2023

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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	16 November 2017
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>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children feel secure, happy, and comfortable at this setting. They are active and curious learners, and they engage in play-based activities. The children have formed positive relationships with the child minder and cope well with separation from their parents. Children receive consistent care from a child minder, who knows them very well.

The child minder implements policies and procedures, which promote the children's well-being. The atmosphere is caring, and the child minder meets children's individual needs successfully. Child protection and safeguarding is a priority and procedures are effective.

Children receive care in a safe, clean, and secure environment. There are sufficient facilities to encourage children to play and learn. Toys and play equipment are age appropriate and in good condition. The setting is welcoming and friendly.

The child minder has high expectations and shares her values about learning and behaviour with the children. The child minder works well with parents to give them information about the setting and the children's well-being and care. The statement of purpose is clear and provides an accurate picture of the setting.

Children are confident communicators as their wants, moods and needs are considered by the child minder. Their opinions and interests are valued and acted upon. Children play happily in the lounge area choosing their own toys from a selection available. The children ask to play with the groceries and the till, and the child minder is very accommodating and plays alongside them.

Children express enthusiasm and enjoyment. We saw children excited to complete a craft activity and expressed that they wanted to use the stickers and glue. They have a sense of belonging, forming relationships and are familiar with routines. For example, when the children saw the washing machine had finished, they were very keen to help the child minder unload the washing. We saw that the children were comfortable in the care of the child minder.

Interactions between the children and the child minder are consistently good. Children cooperate well with the child minder. We heard the children and the child minder role play alongside each other. For example, the children serve the child minder in the role play shop, selling the groceries and using the till to calculate the cost. The children are polite and respectful, thanking the child minder for her purchases at the shop.

Children have many opportunities to initiate their own play and to influence their tasks and activities. The children sustain their interest in playing with the shape sorter for a period of time, attempting to identify the variety of different shapes before deciding which shape fits through the different holes. The children receive support and encouragement from the child minder to help them rotate the shapes to the correct position. This gave children a good sense of achievement and high self-esteem.

Children have many opportunities to develop their independence skills enabling them to do things for themselves successfully. The children sat at the dinner table and independently picked what they wanted to eat from their snack. We saw the children moving around the setting freely and choosing different resources when they wanted something new to play with. The children have a strong voice, enjoy their play and learning and their well-being is very well promoted.

Care and Development

Good

The child minder has a thorough behaviour management policy, which she implements and follows consistently. She is calm and caring, and she communicates with the children clearly. The child minder praises children consistently and is a positive role model. The child minder has a good understanding of how to keep children safe and healthy. She has written permissions from parents for a variety of situations, including outings, emergency medical treatment and application of sun cream. Her understanding of safeguarding and child protection is sound.

The child minder implements thorough cleaning and good hygiene practices. She ensures the children are aware of the need for basic hygiene routines. For example, they wash their hands regularly. The child minder often wipes the children's noses and disposes of tissues safely. During the inspection visit no children required a nappy change. However, the child minder explained she wears disposable gloves and apron to ensure good infection control and wipes down the changing mat with anti-bacterial spray after use.

The child minder is kind and caring. She listens and respects children's views. The child minder shows warmth and kindness, using praise and encouragement such as '*good girl*' and '*well done*'. She promotes good manners. We saw the child minder listen attentively to the children and expressed enthusiasm for what they were sharing with her. She offers comfort and cuddles to the children when they fall or are upset and offers distractions when children are becoming frustrated or unsettled with an activity.

The child minder has sound knowledge of child development and is confident to discuss children's development with parents. She plans for the children's next steps and has developed a method for monitoring children's progress. The child minder keeps parents fully informed about their child. She reassures and supports children in activities and routines and encourages their independence. The child minder regularly takes children out for walks and to visit the beach.

Environment

Good

The child minder's home is cosy, warm, and inviting. The environment is well kept, safe and clean. She has completed detailed risk assessments for the environment, fire safety, outings, and visits which she regularly reviews. The child minder completes fire drills regularly and records these appropriately.

The child minder ensures the environment is suitably safe. For example, she keeps the front door secure and ensures safety checks such as boiler services are completed. The child minder has sufficient indoor play space for the children to move freely. The child minder has organised the environment well, so it provides a good range of play opportunities for the children. She provides an environment that supports children's independence and allows for suitable play activities. The children have access to low level resources from the labelled storage. There is a wide variety of toys such as puzzles, vehicles, board games, sensory toys, blocks, and craft resources. However, there is a limited choice of toys and play resources that promote children's cultural awareness and equal opportunities.

The child minder ensures equipment suits the children's age range. For example, there is a step in the bathroom to aid children when washing hands and using the toilet, stair gates to ensure children cannot climb the stairs and safety locks to restrict access to products and equipment stored in the kitchen cupboards. The child minder ensures toys and equipment are clean and in good repair.

The outdoor area at the back of the property is spacious. She has ensured the safety of the children playing in this area with a fence and a gate around the perimeter. In the garden, the children have a wide choice of resources and toys to play with including, swings, slide, and ride on cars. During the inspection visit we did not see children using the outdoor area. The child minder explained she tends to not use the garden in the winter months because it becomes too wet and muddy. She explained she prefers to make alternative arrangements and take the children to visit the local park and on walks in the local area.

Leadership and Management

Good

The child minder has a clear vision for the setting which she manages well, ensuring policies and procedures are up to date. She has effective policies in place, and we saw these are implemented in practice, with regular reviews. There is a statement of purpose, which explains her child-minding setting and accurately reflects the service provided. The child minder ensures she complies with relevant regulations and meets the National Minimum Standards for regulated childcare (NMS). She is knowledgeable on her regulatory responsibilities.

The child minder has relevant paperwork in place. For example, she has accurate records of children's attendance and personal information. The child minder has public liability insurance and appropriate vehicle documents in place. She has a good understanding of her role in relation to data protection, confidentiality and data retention and ensures there are valid Disclosure and Barring Service (DBS) checks in place. Discussions with the child minder shows she is open to new ideas and embraces the need for continuous improvement. The child minder ensures suitable leadership and management of her setting.

The child minder has a system for actively implementing self-evaluation. She reviews the quality of care and plans to send out new questionnaires to consider parents and children's views to complete the next year's review. She has a strong culture of continuous self and personal development. The child minder has positive partnerships with parents. She ensures that communication and engagement with parents are good and keeps parents well informed through regular discussion. We read reviews written by parents, stating their children love going to the child minder and happily talk about their day. The child minder uses incidental Welsh words, phrases, and greetings consistently with the children and is working towards meeting the Active Offer of the Welsh language.

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
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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 22 - Environment	Consider ways to make more regular use of the adjoining outdoor play space especially during inclement weather to enable children to have a choice when they would like to play outdoors.
Standard 23 - Equipment	Provide a wider range of toys and play materials to promote children's cultural awareness and equal opportunities.

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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