



## Inspection Report

**Suzanne Todd**

**Llanymynech**



**Date Inspection Completed**

22/02/2024

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	13 March 2018
Is this a Flying Start service?	No
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.

<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 are happy, settled and have good opportunities to make choices. They are confident and have strong relationships at the setting. Children follow their own interests and are developing their independence skills well.

The child minder implements her policies and procedures effectively. Children are safe, secure, and healthy. The child minder is very kind, caring and supports children's needs successfully.

The child minder's home is a safe place for children. She provides children with a range of age appropriate resources and equipment. Children have access to a range of facilities and regularly visit local areas of interest.

The child minder runs her service well. She is very organised and has sound understanding of the national minimum standards and regulations. However, there are some updates needed regarding her policies and procedures.

## Well-being

## Good

Children have good opportunities to make choices and decisions about what activities and resources they want to play with. Children decide to play in either of the playrooms. Children ask questions and know their voice is listened to, with interactive responses from the child minder. Children are happy to express themselves and tell us, they enjoy attending the setting.

Children are happy, settled and cope well with separation from their parents or carers. They have positive relationships with each other and the child minder. Children receive support and reassurance, having regular cuddles and comfort. They contently sit next to the child minder and engage in play activities. Their needs are recognised and supported. For example, children's attempts at communication are valued. Children are very familiar with routines. For example, at mealtimes and during activities.

Children express enthusiasm and enjoyment. They smile, laugh, and interact well. Children are learning to cooperate and share. Whilst using arts and crafts, children share glue sticks and resources, with the support of the child minder, if needed. They successfully explore the environment and engage in play opportunities. Children confidently ask when they need support to complete a task. For example, whilst drawing around their hands, a child asked for help, which was given. Children confidently count, one to five independently, using their fingers to support them. They initiate action songs and nursery rhymes such as 'twinkle, twinkle, little star', with the child minder joining in along with puppets to make it more enjoyable.

Children are interested in their play and learning. They follow their own interest and engage in activities of their choice. For example, when playing with dolls and musical instruments. Children are kind to one another and are encouraged to share and take turns.

Children are developing their independence skills well. They support the child minder when tidying up and follow instructions very well. Children feed themselves at mealtimes. They are provided with support, if needed. Children are encouraged to dress themselves, taking their shoes and coats on and off. They access the bathroom with support of the child minder and independently wash their hands.

## Care and Development

Good

The child minder understands and implements policies and procedures to promote safety for children, although these need updating. She holds current child protection, first aid and food hygiene certificates. The child minder is aware of her responsibility to safeguard children, appropriately responding to safeguarding scenarios. Accident, incident, existing injuries, and medication records are available to complete and sign by parents. The child minder has systems in place to meet allergies and dietary needs. Parents provide meals for children, with the child minder providing meals when asked. There are effective cleaning and hygiene practices in place. The child minder and children regularly wash their hands, and the tables are sanitised. She follows her nappy changing procedures effectively.

The child minder understands her behaviour management policy and implements positive strategies successfully. Engaging with children at their level, sitting on the floor or at the table with them. She knows them very well and has good knowledge of their needs. We saw the child minder recognise achievements. The child minder regularly offers encouragement and praise. We heard her say, "Well done", "You are a super star" and "clever girl!" She interacts with warmth and kindness, remaining calm and reassuring children. She effectively develops and extends learning opportunities. For example, when counting and looking at shapes during craft activities and whilst reading a book. She engages regularly in their play when invited. The child minder is a good role model, sitting with children at mealtimes, promoting an engaging and interactive social time.

The child minder is aware of children's individual development. However, she doesn't record their development formally. The child minder provides a range of learning activities. Supporting children's learning through play, songs, and rhymes. Encouraging counting, colour, and shape recognition naturally. Most activities are child led, with adult support. The child minder is aware of additional learning needs, with systems in place to monitor, support and signpost parents if needed. They celebrate some festivals and promote diversity through the resources available. No Welsh was heard during the inspection visit. The child minder confirmed they visit local parks, areas of interest and play groups.

## Environment

Good

The child minder has appropriate policies in place and ensures the environment is suitably safe, secure, and very well maintained. The front entrance is secure, but not all visitors sign in. The child minder has a range of written risk assessments, which are regularly updated and reviewed. She ensures daily visual checks are complete. The child minder undertakes and records regular fire drills but these are not always recorded. She ensures annual gas safety checks are in place. Cleaning routines reflect overall good hygiene. Safety gates are in place at the top and bottom of the stairs. All areas of the home are very organised and well maintained.

Children have free access to two playrooms, the hallway, and a separate downstairs toilet. They have supervised access to the kitchen/ diner as needed. Outside the secure garden, provides a variety of play opportunities.

There is a variety of resources and equipment, available at low level for children to access. Including an interesting range of suitable quality, developmentally appropriate play and learning resources. For example, sensory play, puzzles, building blocks, musical instruments, role-play, relaxation areas, arts and crafts/mark making, and reading books. The child minder provides resources and learning opportunities which promote children's curiosity about wider society, celebrating equality and cultural awareness. There is suitable equipment for the ages of the children who access the service. Such as prams, highchairs, potty, and travel cot. The child minder confirmed she has a range of car seats which are suitable for children from birth to twelve.

## **Leadership and Management**

**Adequate**

The child minder runs her setting well and complies with the national minimum standards and regulations. She is very organised, ensuring accurate records are in place. Registers with actual times of children's arrival and departure are maintained. All household members are in the process of having an up-to-date disclosure and barring service (DBS) checks. The child minder has an up-to-date Statement of Purpose and generally keeps CIW informed of any changes at the setting via her online account.

Children have accurate and complete contracts, with a range of consent forms in place. The child minder has systems to review contracts and policies, however these need updating to ensure all are in line with the latest legislation and contains CIW current contact details. The child minder has up to date certificates such as public liability insurance, ICO (Information Commissioners Office) and car documents.

The child minder reviews and evaluates her service well. She has a recent quality of care report, which includes parental and children's views. She identifies improvements required within the setting and implements this as part of her self-evaluation. The child minder keeps up to date with mandatory training and uses resources available to her through her memberships.

The child minder has links with the local school, playgroups, and other professionals. She promotes positive partnerships with parents. Keeping parents up to date, through private messages and verbal conversations at the start and end of the day. She also shares posts on social media, with parental consent.



### 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 1 - Information	To update all policies and procedures making sure they are in line with current legislation

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
To keep a record of all visitors
To record all fire drills that take place

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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