



## Inspection Report

**Lorraine Kitchin**

**Llanelli**



**Date Inspection Completed**

04/04/2023

## 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?	<a href="#">Manual Insert]</a> No
Does this service provide the Welsh Language active offer?	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.

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<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</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 have a good voice at this service. They know their needs, preferences and feelings will be listened to and they can make their own choices and decisions. Children express enjoyment and are relaxed and settled. Children have opportunities to follow their own interests and enjoy taking part in the activities on offer.

The child minder shows some understanding of her role to keep children safe and healthy. Overall, she manages interactions well. She provides different activities and resources that promote children's development and learning.

The environment is mostly safe, clean, and secure. The premises are welcoming and friendly and provide sufficient space for children to play. The child minder provides a range of resources appropriate for different ages and stages of development.

The child minder is experienced. She manages the setting appropriately and operates satisfactory systems for record keeping. The child minder understands the importance of working with parents to make decisions about their child's well-being. She has established trust and clear communication with parents and has built very positive partnerships with them.

Children have a good voice. They have positive opportunities to make choices and decisions about what affects them and which resources they would like to use, *'I want to play with your garden toys'*. They move freely between different activities. Children feel safe and comfortable in the child minder's care.

Children are settled and happy. They form positive bonds of affection with the child minder. The children enjoy her company and seek comfort and reassurance from her when they are upset. For example, after falling off the ride on toy outdoors. Children express themselves well, both verbally and through non-verbal cues. They receive an immediate response to their requests and prompts. For example, during outdoor play, children approach the child minder and ask her to join in with the role play activity of filling the plastic ride on toys with petrol, using the toy petrol pump. The child minder responded immediately and took part in the play.

Interactions between the children and the child minder are good overall. The children cooperate well for their age and are actively interested and engaged in the play opportunities available to them. For example, they shared the resources when playing dressing up as princesses together and had lots of fun whilst taking part in the Easter egg hunt outdoors. Children have a sense of belonging and are beginning to form friendships with each other. They greet each other by name when playing.

Children show good levels of engagement in their play and learning. They confidently engage in directed and self-directed activities. During our visit, the children chose to play with dressing up costumes, musical toys, soft toys, the cars and garage as well as numerous ride on toys and other outdoor apparatus. Children play appropriately for their age and stage of development, they listen and play cooperatively, sharing resources, negotiating, and taking turns. They follow direction from the child minder well. For example, when a child stated she wanted to be a princess, the child minder explained to the children about sharing and taking turns with outfits.

Children have opportunities to develop their skills and independence in line with their age and stage of development. This enables them to do some things for themselves successfully. For example, they assist with making sandwiches for lunch, feed themselves at mealtimes, hang their coats on the pegs and retrieve resources independently.

## Care and Development

Adequate

The child minder is aware of her responsibilities to keep children safe and healthy. However, she does not always follow good practice guidance. For example, the food offered as snacks do not run in line with 'Food and nutrition best practice guidance.' She does not always implement suitable cleaning and hygiene procedures. We made the child minder aware of toys in need of cleaning and the general appearance of areas, for example the toilet. Not all toys and resources are stored in an organised manner. The child minder is aware of safeguarding procedures and has completed training. She is aware of the procedures to follow if she has any concerns about a child. She completes appropriate medication and accident forms and keeps a basic record of attendance which records children's arrival and departure times.

Overall, the child minder manages interactions positively. She acts as a positive role model, treating children with kindness and care. She praises children for their efforts and accomplishments to promote their confidence and self-esteem, "*Did a good job there!*" She encourages the children to say 'please' and 'thank you' and she praises them when they use manners. The child minder manages the children's behaviour well; encouraging the children to wait their turn and to be kind to their friends. Children feel comfortable to approach her, for example, whilst on the swing outdoors, they confidently indicated when they had finished, saying to the childminder "*Can I get off now?*"

The child minder supports children's learning in a positive way. She is knowledgeable about children's development. However, she does not actively plan activities for the children. The child minder told us she plans mentally and does not keep a written record. The child minder assesses children's progress and monitors their learning and development by recording observations. She is committed to promoting the Welsh language and uses some incidental Welsh frequently with the children, naming colours, and using numbers. She has recently obtained funding to purchase Welsh resources, including games, posters and a dictionary. The child minder mainly provides a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with. She recognises the importance of wider community experiences and regularly ensures children experience organised activities. For example, they had been to a superhero's day in the local town on the morning of the inspection visit. The child minder extends children's learning and ensures she engages with them appropriately during their play activities. For example, encouraging counting in both English and Welsh as they took part in role play.

**Environment****Adequate**

The home environment is welcoming and has a dedicated space for child minding which includes access to two rooms, a toilet and a food preparation area. Within the main playroom, there is a sofa, large TV and a storage unit with easily accessible areas containing toys and resources. The child minder organises the space to provide good age and stage appropriate resources. All resources are accessible for the children. For example, children have access to games and role-play toys. Other toys are stored at a higher level in transparent boxes. The child minder ensures children have use of the low-level worktop area to eat their meals or complete craft activities. She provides children with a sufficient choice of toys and resources, including dolls, toy vehicles, board games and arts and craft materials to promote their imaginative and creative skills.

There is a large, outside area, which includes a large playhouse, patio and lawn area. The outdoor play area offers plenty of space for children to play and explore with a wide range of resources, including ride on toys, plastic kitchen, trampolines, swings, slides and a climbing feature to name a few. The child minder provides children with suitable opportunities for indoor and outdoor play.

The setting is mostly secure with the external entrances locked at all times, however during the visit we observed the key was left in the door. Visitors to the setting sign in and out. The child minder completes relevant safety checks daily. Sufficient risk assessments are in place and include the premises, activities, and outings. However, during the visit we raised our concerns in relation to the safety of the trampoline outdoors. The child minder rectified this following the visit and forwarded evidence of changes to Care Inspectorate Wales. The child minder conducts regular fire drills which she times and evaluates. A first aid kit is available, however items viewed on the day of the visit needed replenishing. The child minder confirmed she had re-stocked the kit following the visit. She ensures she stores cleaning materials out of children's reach.

## Leadership and Management

Good

The child minder organises her setting appropriately and has considerable experience. She has completed all mandatory training and has taken the opportunity to complete additional courses. Disclosure and Barring Service (DBS) checks are in place for all household members as well as assistants. Staff files are in place, however not all documentation was available to view during the visit. The childminder rectified this immediately following the visit. Staff supervision and appraisal records are in place. Assistants were not present on the day of the visit. The required policies and procedures are available and reflect current practice, however we found several copies of policies and procedures which differed content wise yet had the same title. The child minder confirmed she has reviewed all policies and procedures following the visit. The child minder has a statement of purpose, which is compliant with regulations and national minimum standards. A safeguarding policy is in place and outlines the need to report any concerns which could arise.

The child minder promotes safe working practices. Public liability insurance is valid is vehicle insurance. Suitable records for children are in place. For example, the child minder has the relevant contracts and information on the individual needs of children. Permissions are in place for children. We viewed daily register records and found they evidence who is looking after children at all times, for example during school runs. The child minder ensures she always maintains adult to child ratios.

The child minder is committed to improving her service and actively asks for feedback from parents and children by sending out questionnaires. She produces a Quality of Care report annually, which includes the opinions of those who use her service. The child minder has good partnerships with parents. Parents we spoke to confirmed they are very happy with the care given, *"She's fantastic. Very accommodating and communication is good."* They receive verbal feedback when collecting their children as well as through an electronic communication app during the day.

### 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 10 - Healthcare	Ensure all areas used for child minding and all resources accessible to children are clean.
Standard 7 - Opportunities for play and learning	Activities are planned and the development of skills are considered.
Standard 12 - Food and drink	If children receive meals and/or snacks, they are nutritionally balanced following recommendations in Welsh Government Food and Health Guidelines for Early Years and Child Care Settings.
Standard 24 - Safety	Ensure the key from the internal door is stored out of children's reach and all risks are fully considered at all times, for example safety surrounding the use of the trampoline.

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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