



Inspection Report

Meinir Charles

Llanelli



Date Inspection Completed

20/01/2023

Welsh Government © Crown copyright 2023.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

About the service

Type of care provided	Child minder
Registered places	10
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service provides a 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>	Good

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

Summary

The children communicate confidently as their wishes and needs are considered. They have good opportunities to make choices and their interests are valued. The children are happy, safe and develop their independence and skills successfully.

The child minder supports children well, and meets their needs effectively. She has a good understanding of how to keep the children safe and healthy, and has bespoke risk assessments. The child minder completes training on a regular basis and has a good understanding of child development.

The child minder ensures that the environment is safe and satisfies regulations. The setting offers a good environment for play and learning, both inside and out. The indoor and outdoor spaces promote the children's independence.

The child minder provides a service that complies with all relevant regulations and meets the National Minimum Standards. She embeds a Welsh atmosphere and culture and satisfies her responsibilities to promote the Welsh language. She has strong relationships with parents and provides a pick-up service from local schools.

The children communicate confidently as their wishes and needs are considered. They have good opportunities to make choices and decisions about what affects them. Children's views and interests are valued and acted upon. The children's voice is strong and we saw children having opportunities to make their own choices. For example, they could choose their play activity, choose when they had had enough food and choose their resources from the hallway.

The children feel safe and happy. They cope very well with being separated from their families. We saw children moving around the setting confidently and comfortably and having the opportunity to be busy at play, or to relax. The children are active and express enthusiasm and enjoyment. For example, we saw children enjoying a flower-making activity. We saw two children feeling comfortable and safe as they sat on the child minder's lap for a story. The children have a sense of belonging and foster good relationships with their peers and the child minder. Children are familiar with daily routines.

Interaction between the children and the child minder is constant, and children co-operate well and show an interest when taking part. The children show respect for one another and show an interest in each other's work. For example, during a painting activity they took turns and observed each other. We saw older children offering younger children support to complete tasks and passing them resources. The children are comfortable and confident to discuss, question, choose and make decisions together. During snack time, one child said, "*Fi moen fwy o blueberries plîs*", ("I'd like some more blueberries, please"), and this was immediately attended to.

The children are enthusiastic in their play. For example, we saw children enjoying playing with the resources available to them in the living room such as the transport vehicles and blocks, or the resources available to them that were stored in the hallway, such as jigsaws and games.

The children are free to explore their environment. They choose when they want to go to the toilet, and are independent in doing so. We saw a range of the children's learning experiences as we saw photographs of activities and local trips out. For example, photographs of the children experimenting with ice and exploring the gardens and forest.

The child minder understands her policies and procedures to promote healthy lifestyles, physical activities and personal safety and well-being, and these policies are implemented. She identifies risks and sets about managing them. We saw a range of detailed risk assessments within children's individual files, with parents having signed them individually. They relate to the site and to the range of visits, and are accurate and clear. The child minder implements robust hygiene practices. For example, she follows the nappy-changing or toilet use procedures. She is also aware of procedures for disinfecting the changing mat and hand washing at every opportunity. In the toilet, there are paper towels along with soap available for the children and they are encouraged to be aware of the importance of hand washing before a snack and following craft activities. The child minder provides a menu which includes home-made foods and we saw snack time where a snack of toast, banana and blueberries were prepared. The child minder prepares cups of milk for children as well as the children's individual drinking flasks. For visits, she prepares warm meals such as cawl in a large flask to ensure they still receive a wholesome menu. The safeguarding certificate is up-to-date and the safeguarding and Prevent policies are in place and accurate.

The child minder shows warmth and kindness and is sensitive to individual children's needs. She promotes their home language. She listens to the children's views and their wishes and ideas are respected. We saw clear communication during snack time. For example, "*Ti moen rhagor o laeth – dim 'to?*" ("You want more milk - not again?") We saw the child minder's approach at story time where she used open questions and the children contributed confidently. The children were offered an opportunity to be independent and make choices. For example, "*dewch i ddewis beth chi moen o'r bocsys bois,*" a "*beth gewn ni i ginio heddiw?*" ("*come and pick what you want from the boxes, kids*" and "*what shall we have for lunch today?*")

The child minder knows the children very well and ensures they have wide-ranging opportunities to develop through their play and learning. She has a range of resources for the children in her care, and prepares opportunities for them to participate in interesting activities, planned on the basis of their age, development and interests. For example, boxes full of blocks, games, jigsaws and bilingual books. She has a very good understanding of child development, and how this affects children's learning and behaviour. We saw a timetable full of activities and experiences including painting, cooking, craft work, outdoor play, or a visit. We saw children wearing aprons for painting activities when preparing special rabbit plates as part of the week's theme which was Chinese New Year. We saw planning for the following week including opportunities for the children to eat noodles and experience new flavours. Since the last inspection, the child minder has attended a course to gauge the quality of the provision and practice as well as training to develop early years children's physical skills.

The child minder offers a carefully adapted environment with a very good level of security. The setting is locked at all times. The children have freedom to move independently around the living room and hallway. There is a gate separating the living and dining rooms from the kitchen. The children were not seen playing outside on the day of the inspection due to the ice, but we saw a secure outdoor area which offers a good quality provision enclosed within a secure fence. The child minder stated that she puts a gazebo up outside during sunny weather, so that the children can play outside in the shade. There is a secure gate at the side of the house. Parents can collect their children from here, which saves the child minder leaving the children at pick-up time.

We saw children having independence as they had freedom to move around within the play areas. Children's arrival arrangements were not seen, but there was a clear coat and bag storage process in the hallway, along with a record of each child's arrival and departure time in a diary. The child minder ensures that fire risk assessments are in place and we saw records of fire drills that noted comments on the latest drill. We saw fire safety apparatus secured to the kitchen wall and working properly. The child minder ensures that the number of children receiving care meets National Minimum Standards and supervises children very well. Visitors sign a diary and we saw a comprehensive file containing the service's entire regulatory documentation. For example, certificates for the site, the car and current training such as safeguarding, first aid and food hygiene. The child minder stated that she had maintained the policy of keeping parents at the door as this facilitated the process for children and parents and offered an enhanced level of security.

The child minder ensures that the indoor and outdoor areas are secure and offer a good environment for play and learning. The setting also offers storage areas and children have access to play and craft activities. The service's paperwork is kept confidential, locked in a filing cabinet at the setting.

The child minder offers a range of good resources which arouse the children's curiosity and allow each of them to see and touch freely. The outdoor play area offers good quality provision. The child minder stated that parents are happy for their young children to sleep in buggies or in their car seats as they travel to school or on visits. We saw a baby sleeping in the buggy in the living room.

The child minder has years of caring experience, along with a clear vision for her service, and shares this with the children and parents by providing clear policies and a statement of purpose that reflects the service. She ensures she complies with all relevant regulations and meets the National Minimum Standards. The child minder is knowledgeable about her responsibilities and is organised in terms of reviewing policies, certificates, storing information and records. For example, we saw records relating to accidents and administering correct medication, reflecting the setting's clear safeguarding procedures. The child minder has embedded a wholly Welsh atmosphere and culture and meets her responsibilities for promoting the Welsh language, respecting every child in her care.

The child minder evaluates the care and completes a quality of care report annually. We saw questionnaires completed by parents and their children and the child minder stated that she was in the process of creating clear aims for further development. The vision for development is continuous, purposeful and good.

The child minder has established and maintains strong relationships with families along with other child minders. We saw a range of thank you cards including families' messages of appreciation for the special care their children have received. The child minder has good partnerships with three local schools by providing a reliable collection service. The service's car includes secure seating for this purpose. The child minder told us about the effectiveness of sharing information, activities and occasions on a secure site with parents, and we saw an example of this on the day of the visit when we saw photographs.

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.

There are no recommendations.

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
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection.	N/A
30	Not recording attendance times of children.	Achieved

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.

Date Published 28/03/2023