



## Inspection Report

**Jennifer Davies**

**Llanelli**



**Date Inspection Completed**

14/08/2023

## About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	25 September 2019
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.

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<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>Good</b>

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

## **Summary**

Children are happy, settled and form positive relationships with the child minder. They have a strong voice and are confident making their own choices. Interactions between the children are consistently good and they engage well with the child minder. Children are actively engaged and interested in the play activities and the resources on offer to them. They are developing a good level of independence for their ages and stages of development.

The child minder follows good procedures to keep children safe and healthy. She is a good role model and her interactions with children are positive. The child minder promotes and develops children's learning needs through careful observation based on their needs, preferences and abilities.

The child minder ensures the property is warm, comfortable, welcoming and child friendly. She uses appropriate systems to ensure the environment is safe and secure. The child minder ensures children have access to a wide range of resources that are of good quality and suitable for their ages and stages of development. She ensures children have varied opportunities to receive fresh air and outdoor play in the local area.

The child minder is organised. She has a good understanding of her responsibilities and is committed to providing a good service to children and their families. The child minder has an informative quality of care review of the setting. She is an experienced childcare practitioner who regularly completes mandatory training opportunities. Partnerships with parents and the local community are very good.

Children are happy, settled and form positive relationships with the child minder. They feel a sense of belonging and are comfortable and relaxed in the child minder's care. Children help themselves to resources and communicate their needs successfully. Children are proud of their achievements. They feel happy when they are told they are "*good girls*" for eating well and for using their manners. Children are respected to have their comforters with them during play and to help them drift off to sleep quietly. Children are heard happily singing to themselves as they play with the horses during small world play.

Children have a strong voice and are confident making their own choices and decisions. They choose reading books for the child minder to read to them. Children know the child minder respects and considers their preferences. They confidently ask for different coloured threads when threading through holes on a farm animals' activity. The child minder respects children who are not ready to sit to listen to stories and enables them to play freely.

Interactions between the children are consistently good. They have formed positive friendships and include one another in their play. Children are familiar with their routines and happily follow the child minder's instructions. They listened when asked to put the toys away. Children show manners and politeness. They said "*thank you*" for their snack and a young child said "*please*" when she wanted the child minder to open her water bottle. Children show empathy towards each other. For example, children gave others their personal teddies and were happy when praised for being kind. They share resources such as farm animals successfully during small world play.

Children are actively engaged and interested in the play activities and resources on offer to them. They help themselves to the role play kitchen toys and picnic sets; pretending to butter the toast and make tea for others. Children concentrate well, sustaining interest for a considerable amount of time for their ages and stages of development. Older children listened attentively to a story read to them and answered questions about the content of the book. Children are animated as they engage in small world play with people and animals and they engage in conversation about the characters saying, "*Do you want to brush your hair?*" and "*You do this, and I'll do that, there we go, that's good!*"

Children are developing a good level of independence. For example, they access the use of the toilet with the child minder's support, if needed. Children wash their hands with liquid soap and access their individual towels independently. At lunchtime, children show they are capable of eating their own finger foods. Children show good fine motor skills and enjoyed experimenting with playdough, creating their own models and shapes. They are developing good language skills through play.

## Care and Development

Good

The child minder follows good procedures to keep children safe and healthy. She has completed paediatric first aid, food hygiene and child protection training which are all in date. The child minder follows effective hygiene procedures, ensuring that all surfaces are clean and that children wash their hands regularly before food and after toileting. She ensures all children have separate flannels to dry their hands. The child minder follows the policy for nappy changing, ensuring that the changing area is sanitised after a nappy change, however personal protective equipment (PPE) is not used in line with infection prevention and control guidance. She has a very good understanding of her responsibilities in relation to safeguarding and knows what procedures to follow if there was a child protection situation. Accidents, incidents and medication records are signed and dated. Children bring their own foods and have access to water throughout the day. The child minder knows the children's dietary needs and intolerances. She ensures children have access to regular outdoor physical play and fresh air by visiting local parks and attractions.

The child minder's interactions with children are positive. She celebrates children's achievements by cheering when children have achieved their goals of threading successfully. The child minder encourages children to engage in parallel play with ease as she encourages children to share tools used to roll, cut and shape the playdough. She is a good role model as she encourages children to be polite and use manners. For example, she encouraged children to say '*please*' and '*thank you*' during play and at mealtimes. The child minder promotes a feeling of self-worth and belonging. She told children "*Wow lucky Jen, all good girls all in one day.*" The child minder is sensitive to children's needs and feelings. She ensured that children had finished playing with the toys before putting them away and gave younger children cuddles whilst others were listening to a story.

The child minder promotes and develops children's learning needs through careful observation based on their needs, preferences and abilities. She plans some termly craft work for children based on festivals, different cultures and seasonal changes, such as Christmas, Easter, Diwali and Chinese New Year. Other opportunities that are given to children are based on outdoor play which spark conversations and learning in parks and local attractions. Indoor play is based on free choice of resources and children's preferences. The child minder builds on children's language development by having meaningful discussions with them during story time. For example, whilst reading the books '*Zog*', '*Aliens love underpants*' and '*The Tiger that came for tea*', the child minder ensured she talked about the names of foods, colours, animals and body parts. She allows children to engage, discuss and respond appropriately, encouraging conversations about their feelings and helping others.

## Environment

Good

The child minder uses appropriate systems to ensure the environment is safe and secure. She ensures the external doors are secure, and internal doors to other rooms are closed whilst child minding. The child minder identifies any potential risks to children and eliminates these as far as possible. A daily risk assessment check is completed and signed for indoor areas and outings. The child minder ensures maintenance of household appliances and fire alarms are regularly checked, and fire drills are conducted. There is a record of visitors to the setting. However, visitors are not always recorded. All areas accessible to children and are free of harmful chemicals and medicines. First aid kits are available for outings and indoor areas.

The child minder ensures the property is warm, comfortable, welcoming and child friendly. The kitchen / dining area is used by children to eat, relax, socialise and play. There are buggies for children to sleep, a sofa and blankets are available if needed. A toileting area is on the ground floor next to the kitchen area which provides an opportunity for children to develop their personal independence, using aids such as a potty, step and liquid soap and separate flannels for children. The area is spacious, with a dining table and a low-level table suitable for tabletop activities and social dining opportunities. The outdoor space at the property is not used regularly. The child minder ensures that the children have daily exciting opportunities to enjoy the outdoor play in local parks and attend local playgroups.

The child minder ensures children have access to a wide range of resources that are of good quality and are age and stage appropriate for the children. Indoors, there are opportunities to use puzzles, construction kits, small world play toys, role play resources, crafts and messy play. The child minder ensures there are multi-cultural resources to promote cultures and diversity. Welsh and English books are available.

## Leadership and Management

Good

The child minder is organised and has a good understanding of her responsibilities to provide a good service for children and their families. She has a range of policies and procedures, which have been amended during the course of inspection to include most recent guidance and updated national minimum standards. The statement of purpose is a good reflection of the child minding setting. The child minder ensures all members of the household have current Disclosure and Barring Service (DBS) checks and she has the relevant public liability and car insurance in place. The child minder maintains the appropriate records, including children's contracts and permissions. She ensures attendance records are accurate. However, there are a few occasions when the number of children attending has been exceeded according to the age of children present. While no immediate action is required, this is an area for improvement.

The child minder has written an informative quality of care review of the setting. She seeks and collects views of parents and children who use the setting. This includes current and future opportunities for the setting. The child minder creates goals and targets for the future and reflects on these effectively.

The child minder is an experienced childcare practitioner who completes all mandatory training opportunities regularly. She is committed to her own professional development by seeking and completing additional training. These include training on the new 'Curriculum for Wales' and the additional learning needs (ALN) framework in Wales, songs and rhymes in Welsh as well as courses in relation to social and emotional wellbeing of children. The child minder has completed the self-assessment of service statement (SASS) and has informed Care Inspectorate Wales of changes to the setting prior to and during the course of inspection in relation to new household members.

Partnerships are good. The child minder takes every opportunity to engage with other child minders and ensures the children have an opportunity to socialise at playgroups. She ensures the children have opportunities to visit local parks, gardens, beaches, indoor play centres, and museums. The child minder recognises the importance of working with parents. For example, she provides parents and carers with information such as policies and procedures before their children start at the setting. She ensures parents receive information in relation to children's daily needs by verbally discussing the sessions and using a webform app to support communication, sending messages and photos frequently. Parents are very happy with the child minder and her home setting. They informed Care Inspectorate Wales (CIW) that Jennifer goes above and beyond to ensure that the children feel happy and safe, and they thrive in her care. Other parents told us "*I will always be thankful for all the opportunities given to my child, an absolute gem!*" and; "*Jen is a fantastic child minder.*"

### 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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27	Ensure the adult to child ratio meets the requirements of the national minimum standards	New
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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 5 - Records	Ensure all visitors to the setting are recorded.
Standard 10 - Healthcare	Ensure using personal protective equipment is a part of the nappy changing procedure

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 up with changes to current guidance and the national minimum standards

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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