



## Inspection Report

**Elizabeth Marshall**

**Llantwit Major**



**Date Inspection Completed**

09/05/2022

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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	11 June 2018
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify, or meet the Welsh language needs of people /children who use, or intend to use their service.

<a href="#"><u>Well-being</u></a>	<b>Excellent</b>
<a href="#"><u>Care and Development</u></a>	<b>Excellent</b>
<a href="#"><u>Environment</u></a>	<b>Good</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 are happy, have fun and thrive in the child minder's care. They have excellent relationships with the child minder and her family. Children are confident communicators and frequently make decisions about their care and play. Children progress well in their development through skilful support from the child minder and stimulating, well-planned activities that respond to their interests and individual learning needs.

The child minder implements particularly good policies and procedures to promote children's health and safety. She has completed many training courses, including first aid and safeguarding, and implements what she has learned effectively in her practice. Hygiene practices and routines are thorough. She provides an interesting and stimulating environment through well-planned and resourced activities.

The child minder's home is very well maintained with all safety aspects carefully considered, to provide a safe and suitable space for operating a child minding service. The home is adapted to provide good facilities for children to play and relax. There are excellent resources providing children with plenty of variety to meet their individual needs and interests.

The child minder is very professional in her approach and highly organised in providing a quality service for children and parents. She is reflective and has made a number of changes to her service since the last inspection through her robust quality assurance processes. The child minder is motivated and committed to continuous professional development and undertakes extensive training. She has very good partnerships with parents, and has developed useful contacts with the local authority and other professional bodies to support her.

Children express themselves confidently because they know their ideas, wishes and choices are listened to. Good questioning throughout the day encourages them to make informed decisions about their care. They select toys they want to play with. We heard the child happily chat with the child minder. The child displays excitement, is eager to listen, repeat familiar phrases and participate in bug hunting bingo. They announced 'I am happy,' with a big grin on their face.

Children feel safe and are happy and relaxed in the child minder's care. Parents told us their children love coming and talk about what they do with excitement. They respond very positively to praise, developing elevated levels of self-esteem. For example, the child beamed with delight when they successfully named a bug during their game. They move confidently in the play area, accessing items to play with.

Children take the lead in their play and actively follow their interests. Outside a child showed interest in the potatoes, they had planted. They looked for bugs that they had been learning about. Effective questioning and introducing new language, and talking about the different smells and plants in the garden encouraged the child to explore their senses further. Themes and activities based on children's interests motivates and engages them in positive learning experiences. As a result, children have great fun while learning and make big strides in their speech and language.

Children thrive and make excellent progress in their learning and development. They have good opportunities to develop their independence. Children from an early age learn skills to be able to manage tasks for themselves including, washing hands, and eating their food independently. Children gain valuable critical thinking skills and learn about shape and pattern through activities they find fun and interesting. For example, they use tweezers to move balls representing pollen, to an egg box. Skilful questioning, 'do you think...?' and what if...' encourages the children to think about things for themselves. Children are successfully learning key information about numbers, the weather, and the days of the week. They readily engage in talking about these matters when they look at the calendar and show pride and excitement when they answer successfully.

## Care and Development

Excellent

The child minder is very experienced. She undertakes extensive training to support her to be effective in her role. She has very good policies and care practice measures in place to effectively safeguard and promote the welfare of all children in her care. The child minder keeps these under review. The child minder gives safeguarding a high priority and has current certificates in various safeguarding areas, as well as child protection. The child minder is confident in her knowledge of child protection issues and the procedures to follow with any child welfare concern. She has current paediatric first aid training. The child minder has undertaken a very wide variety of online courses in the last year. These cover all aspects of care practices and business matters. The child minder promotes healthy lifestyles, providing children with fresh drinking water and healthy snacks. The child minder plans activities in the garden and numerous off-site places to ensure children are physically active each day.

The child minder adopts a calm, positive approach to managing children's behaviour and is enthusiastic and kind in her interactions. She uses her experience and training to manage interactions. The child minder described how she explains to children what the expectations of behaviour are, ensuring they are clear about the house rules. The child minder knows children's individual personalities well and monitors and motivates them to develop resilience and self-discipline.

The child minder promotes children's play and learning very well. There is a robust system in place to gather information about the children's needs before they start, and to monitor their development, whilst at the service. The child minder has a very thorough method of planning activities and ensures resources to support activities are plentiful and interesting. The child minder regularly takes photographs during activities. These show children enjoying an exceptionally broad range of activities covering all areas of learning, including multicultural celebrations. The child minder provides many opportunities for children to work things out for themselves and solve problems through for example, matching activities. The child minder uses resources effectively to encourage children to think about what might happen next, why, and when.

## Environment

Good

The child minder effectively ensures the premises are safe and secure. She implements good policies, procedures, and risk assessments to maintain a safe and hygienic environment. These include increased cleaning schedules and hygienic procedures, in response to the Covid-19 pandemic. Appropriate measures are in place to mitigate risks, such as safety gates. The child minder maintains public liability insurance and car documents are appropriate for transporting children. The gas safety checks are up to date and the child minder practices their emergency evacuation procedures regularly.

The child minder offers a rich, child-centred environment that is friendly and inviting. Resources in the lounge and outdoors are easily accessible for children. The toilet is located off the dining room and the child minder supports children to use the facilities appropriately. Play takes place in the dining area and there is a small table and chairs used for craft activities and eating. The child minder displays children's craft prominently in the play area, giving the children a sense of pride, and belonging. There is access to an enclosed, secure outside play area, which provides a safe area for children to enjoy physical play and activities such as planting potatoes.

The child minder provides an environment that supports them to reach their full potential. She provides a wealth of high-quality toys and resources that provide excellent play opportunities and challenge for children. The resources promote their learning, and engage their interests very well, such as role-play, reading and fine motor skill activities. Resources and play areas are very interesting and are changed regularly to enhance current themes and topics. A large number of resources promote the Welsh language and other cultures, that help children begin to appreciate diversity and a multicultural society.

## Leadership and Management

**Good**

The child minder is committed to providing a very good quality service for both children and parents. She is enthusiastic about supporting children to thrive and reach their full potential. The Statement of purpose contains accurate and useful information for parents about the service provided. She manages her service well and reviews policies and procedures regularly. All necessary paperwork is in place and is well organised. For example, the child minder maintains accident and attendance records well.

The child minder has a good system in place to review her service. She completes an annual quality of care review on all aspects of her service. This reflects on feedback from parents, outlines her strengths and any areas to develop across all themes. She is reflective and continually looks at ways she can improve and build on her already exceptionally good quality service. She is receptive to advice from other professionals and is quick to make any changes to further improve the service and experiences of children.

The child minder has close partnerships with parents, who speak very highly of her service and the nurturing care provided for their children. She has comprehensive information from parents about their child's individual needs prior to care commencing. The child minder keeps parents well informed about their child's experiences and development through various methods of communication such as secure social media, email, and texts. Regular conversations, photographs and written observations help parents understand how well their child is progressing. The child minder has a good relationship with the local authority childcare team, who provide support, information, and training. During the Covid-19 pandemic, the child minder has developed good partnerships with the environmental health and public health departments.



**Recommendations to meet with the National Minimum Standards**

None

### 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
N/A	No non-compliance of this type was identified at this inspection	N/A
20 (4) (a)	The child minder has not ensured that all persons living at the premises had a DBS check that was less	Achieved

	than 3 years old.	
6 (3) (a) [i]	The child minder did not have a DBS certificate that was less than three years old.	Achieved

<b>Ratings</b>	<b>What the ratings mean</b>
<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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