



## Inspection Report

**Layla Gerrish**

**Barry**



**Date Inspection Completed**

15/02/2024

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## About the service

Type of care provided.	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	9 July 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>Well-being</u>	<b>Good</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Good</b>
<u>Leadership and Management</u>	<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 direct their own play and learning and are extremely confident communicators, voicing their needs and opinions clearly. Children settle well in the care of the child minder and are relaxed in her home. They have formed close friendships and interact positively with one another. They are developing good all-round skills, in line with their age and stage of development.

The child minder fully understands her responsibility for keeping children safe and has good procedures in place. Hygiene practices and routines are thorough, and most safety measures are in place. She has established boundaries within the setting and sets high expectations for behaviour, to effectively guide children's interactions. The child minder plans a good variety of play and learning opportunities to meet all children's developmental needs.

The child minder maintains her home well, with safety aspects considered, providing a safe and suitable space for operating a childminding service. She makes effective use of limited space. It is resourced with a good variety of equipment and furniture, to meet the needs of all children. The child minder has a rear garden that is used under supervision.

The child minder provides a high quality service for both children and parents and implements her statement of purpose well. She annually reviews her service to identify areas for improvement and has met the recommendations from the last inspection. Good processes are in place to promote partnerships with parents and other agencies.

Children are free to make choices and decisions during their time with the child minder. They express themselves confidently and go to the child minder for general conversations and to ask for help. For example, they asked the child minder for extra resources to expand their play, while another made it known that they wanted to play in an activity centre. They are enabled to voice their opinions and are consulted by gentle questioning, about all aspects of their care. Children express themselves confidently because they know their ideas, wishes and choices are listened to. Children feel safe, happy and relaxed in the child minder's care. They are enthusiastic to show or talk about their activities and what they have been doing, demonstrating high self-esteem. For example, a child beamed with delight as they made a spider out of dough, relishing in the praise and positive comments from the child minder about their creation. Children are clearly familiar with the daily routine, happily getting ready for lunch and settling to receive their milk. They smiled as they approached the child minder for support and reassurance, showing they have developed a strong bond.

Children interact very well. They understand the rules of the setting, including eating and drinking at the table and looking after the toys by tidying them away when they finish using them. Children are considerate of the wishes and feelings of others and respond positively to gentle reminders to share, take turns and use kind hands. Children really enjoyed making figures of their 'friends' out of construction blocks, adding different coloured clothes, faces and hair to represent them. Older children are respectful of younger ones and understand the need to be kind, courteous and respectful to each other.

Children thrive and make good progress in their learning and development. They engage in lengthy periods of uninterrupted play and enjoy immersing themselves in role play. We saw them playing together looking at a chosen book, talking enthusiastically about the pictures of fish and sea creatures. One child crawled sideways smiling as they pretended to be a crab. Children bounce up and down with excitement, eager to listen and participate in their favourite story as they repeat familiar phrases. Children have great fun while learning and make big strides in their speech and language.

Children are developing good levels of independence, in line with their age and stage of development. Older children access the toilet independently, feed themselves meals and snacks, access equipment, store their belongings and follow directions, such as to tidy toys away and wash their hands at appropriate times. They are motivated and follow their personal interests.

## Care and Development

Good

The child minder is very experienced in her role. She has effective policies and care practice measures in place, to safeguard and promote the welfare of all children in her care. She gives safeguarding a high priority and as such, ensures that her safeguarding training and knowledge is kept up to date. She has a detailed safeguarding policy in place, which has recently been updated to reflect changes to the legislation. The child minder implements her health and safety policies and procedures effectively. She promotes healthy lifestyles and physical activity is encouraged. She has particularly good knowledge of children's individual needs, including any dietary requirements. The child minder keeps her first aid training updated and ensures medication is administered in line with her policy. Accidents are recorded and monitored well.

The child minder is skilful in implementing boundaries and adopts a calm, positive approach to managing children's behaviour. She deals with minor disagreements between children calmly and sensitively, in line with her behaviour management policy. For example, she reminded the children to wait to ask questions without interrupting others and asked them to tidy away toys to make space for more. She also recapped and reinforced boundaries with the children so they were clear regarding the expectations of their behaviour. She gave clear explanations about sharing and turn taking with resources. As a result, the children were able to re-engage and play co-operatively.

The child minder uses her in-depth knowledge of children's individual developmental needs to successfully observe, assess and plan for their learning. She maintains written assessments and photographs of children's achievements. The child minder takes the children on frequent trips out to local facilities and attractions, such as playgroup, parks, and the beach. She tailors her support based on children's individual needs and successfully introduces learning through play. The child minder has set up a robust system to plan and evaluate activities to evidence how she provides a wide range of experiences for children to develop successfully and have fun. She keeps books of photographs that show children enjoying a wealth of stimulating activities and play experiences.

## Environment

Good

The child minder ensures that the premises are safe and secure. She keeps doors locked and maintains a record of visitors. She is confident in how to keep children safe and told us how she uses the car to transport children safely. She has basic written risk assessments in place showing how she manages risks in the environment and safety equipment is in place where required. She ensures that she maintains the premises to a high standard and the heating system and multi-fuel burner are serviced in line with manufacturers recommendations.

The child minder ensures that the environment is child friendly and uses it well to provide an interesting range of activities. She provides care from the downstairs lounge which she sets up with resources that children can access easily. There is comfortable furniture and a large dining table, and the child minder adapts areas for children to eat and sleep appropriately. The child minder effectively supervises children to use the upstairs toilet and has a suitable procedure in place to change nappies downstairs. The child minder has good access to the rear garden which is secure.

The child minder ensures that the children have access to a variety of good quality, play and learning resources. For example, construction sets, arts and crafts and small world play. She has numerous books and resources to make the stories interactive, including books in the Welsh language. The child minder has a wide variety of outdoor equipment that is stored away in easily accessible boxes until needed. The children did not use the garden during the inspection.

## Leadership and Management

**Good**

The child minder is very experienced in her role and is committed to providing a high quality service. She has a statement of purpose that clearly outlines what the setting provides, allowing parents to make an informed choice about the suitability for their child. The child minder has useful policies and procedures in place and has kept these updated through regular review. She maintains daily records such as attendance registers well. The child minder has registered her setting with the Information Commissioner's office and is aware of confidentiality and data protection laws.

The child minder has an effective process in place to review the quality of the setting. She asks for the views of children and parents, using their feedback to ensure she makes continuous improvements and ensures she meets the needs of the children. She produces a report of her annual review, including an action plan for future improvement. The child minder submits her Self-Assessment of Service Statement when requested by Care Inspectorate Wales (CIW).

The child minder does not employ an assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. She has nominated a back-up child minder that she can call on should an emergency arise. She ensures that all mandatory training such as paediatric first aid and child protection is regularly updated. All household members' disclosure and barring service checks (DBS) are up to date.

The child minder understands the importance of working in partnership with parents to ensure children receive the support required to meet their individual needs and does this effectively. She gathers useful information about children's preferences, needs and routines before they start. The child minder keeps all parents suitably informed of children's day to day care via secure social media and through daily verbal information. She informs parents of their child's developmental achievements. The child minder has established good relationships with the local authority and other child minders in the area, providing her with a network of support.



### 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)
	No NMS Recommendations were identified at this inspection

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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