



Inspection Report

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Llandysul

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

03/02/2022

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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	27 April 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

Summary

Children feel very secure, happy, and comfortable at this setting. The children have formed positive relationships with the child minder. The children are forming strong friendships and are sensitive to others.

The child minder has detailed policies and procedures, which promote the children's well-being. There is a caring atmosphere and the child minder meets children's individual needs successfully.

Children receive care in a safe, clean and secure environment. There is lots of space and plenty of facilities to encourage children to play and learn. Toys and play equipment are age appropriate and in good condition. The setting is welcoming and friendly.

The child minder manages the setting effectively and complies with all CIW regulations. There is a clear statement of purpose, which provides an accurate picture of the service. The child minder has high expectations and shares her values about learning and behaviour with the children. The child minder works well with parents to give them information about the service and the children's well-being and care.

Well-being

Children play freely, choosing their own toys independently. Children communicate very confidently and know their wishes and needs are always considered. We heard children asking for the toys they wanted out of the storage and the child minder respected their wishes. Children speak openly to the child minder and it is clear that the children have formed positive bonds of affection with her and her family. The children happily approach her to chat enthusiastically about their play and learning. They are excited to greet her family members shouting their names with joy.

The children share their feelings openly because they are encouraged to do so and know the child minder thoroughly considers their likes, dislikes and needs. One child was very unsure of visitors and sought comfort, cuddles and reassurance from the child minder. They soon settled. Children play happily and are content. Interactions between the children and the child minder are excellent and children are very interested and enthusiastic. Children enjoy listening to nursery rhymes that the child minder sings to them and they giggle and smile and join in when they want to. They chat and babble happily, playing peek-a-boo with each other. Children are confident and curious. They ask questions to gain more understanding and explore and investigate what we are doing at the setting.

Children express clear empathy and are very sensitive to the needs of others. They are polite and use good manners. The children chat to us and share their enthusiasm in the toys they play with. They laugh hysterically at the loud noise they made when shaking the plastic eggs in the container. The children play nicely with their friends, taking turns and sharing with each other. When disagreements happen, they quickly respond to the child minder. The children show respect for property and people and are involved in deciding and following the rules.

Children are fully engaged and are very interested in their play and learning. They enjoy an excellent range of interesting opportunities, indoors and outdoors, and choose when they want to relax and have quiet times. They have many opportunities to choose their own play and to give their opinions on their tasks. We saw children enjoying playing the role of a parent and taking care of the dolls. We also saw children developing their creativity and exploring the role-play toolbox and play kitchen.

Children have numerous opportunities to develop their independence skills enabling them to do things for themselves, for example washing their hands independently. They have lots of free choice, choosing when they were ready for their morning snack and choosing between water or milk. Children eat their lunch independently with age-appropriate cutlery. They are familiar with their routines and tidy up their toys saying “*yn y bocs*”.

Care and Development

The child minder creates a nurturing and caring atmosphere and has a thorough understanding of meeting all individual needs and abilities. She is dedicated and motivated to provide care and activities designed to promote children's learning and play. For example, the child minder showed us arts and crafts activities the children had completed to celebrate Chinese New Year. The child minder is aware of the children's individual development. She plans well and is aware of the children's next steps. She monitors and records children's progress on individual development charts which includes the skills that have been achieved and those that are emerging. We saw that she uses the information about children's developmental progress to support future planning and she tailors activities to children's individual needs.

The child minder understands and has detailed policies and procedures in place, which ensure the children's personal safety and well-being. She has detailed risk assessments and she identifies and actively manages risks. She prioritises safeguarding and has a thorough understanding of her responsibilities to protect children. However, children sleep in pushchairs. The child minder explained that this was the parents' wishes, and since our visit has since received written permission from the parents for children to sleep in the pushchairs. The child minder has successfully completed the online Prevent radicalisation training. She considers the children's health and safety well, storing medication safely and clearly recording and considering children's medical requirements and allergies.

The child minder has thorough cleaning procedures and excellent hygiene practice in place. For example, she cleans surfaces regularly using anti-bacterial spray. The child minder encourages children to wash and dry their hands using warm soapy water and individual cloths. She washes her hands thoroughly before and after changing nappies and cleans the nappy changing surfaces before and after use. The child minder wears gloves during nappy changing however she did not wear an apron.

The child minder shows that she knows the children very well. The child minder understands the behaviour management policy and uses positive behaviour management strategies, including a reward chart. She acts as a good role model and promotes good manners. We heard lots of positive behaviour reinforcement and praise throughout our visit. The child minder provides the children with clear instructions to follow and encourages them to take ownership of everything they do. Interactions between the child minder and the children are warm and kind, such as "*would you like to help choose the toys*". The child minder manages interactions in a positive and constructive manner. She reminds children to '*be kind*' and '*be careful*'.

The child minder sets a good example in working towards promoting and developing the Welsh language and culture.

Environment

The child minder ensures that the environment is safe, clean and well maintained indoors and outdoors. The premises is locked, gated and secure. The child minder keeps the front entrance door locked and expects visitors to sign in and out of the premises. The premises is welcoming, warm and accessible to all. The playroom is a large open space, which has a homely feeling and a free flow into the dining area and kitchen.

The child minder completes effective and detailed general and fire risk assessments, which she regularly reviews. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. The child minder practises regular fire drills however she doesn't record the time taken for children to leave the premises. The child minder thoroughly embeds the Welsh Government's coronavirus guidance for childcare settings and infection control practices to minimise any risk to children's health and safety

The child minder uses the outdoor play space as often as possible. Due to inclement weather we were unable to see the children play outside however the child minder provided photographs which show the children thoroughly enjoying roaming freely in the gated outdoor area. The child minder has a wide variety of resources available outside to extend the children's knowledge and development including a mud kitchen, tipi, slide, bikes, toy shed, balls, hoops, cones, tŷ bach twt, and a large chalk board.

Inside, the child minder ensures the children have access to a good range of quality toys and play equipment that suits their individual needs. The layout and design of the environment promotes children's independence. Toys and resources are stored in appropriate storage boxes which the child minder pulls out when children choose their toys. The child minder ensures the play environment is child centred and appealing, filled with lots of interesting activities and play equipment. The child minder makes sure that the children have access to a wide range of books and toys that suits their age and stage of development and reflect positive images of diversity; such as jigsaws, construction blocks, and craft resources.

Leadership and Management

The service is managed well with all policies and procedures up to date. The child minder is well qualified. Planning is good and meaningful, supporting outcomes for children. She provides a service where children are at the heart of every decision and their well-being is paramount. The child minder has a clear vision for the service and she shares her enthusiasm with others. She has a strong culture of continuous personal development. The child minder leads by example and keeps up to date with best practice relevant to the children in her care. Partnerships with parents are strong and there are links with other childcare professionals that helps her provide good levels of support.

The child minder has high expectations for herself with a clear statement of purpose for her service. Discussion with the child minder shows she is open to new ideas and embraces the need for continuous improvement. She actively implements self-evaluation and seeks and implements the suggestions of children, their parents/carers and other interested partners. Her last quality of care review report included targets to improve the service. The child minder has an up to date and detailed statement of purpose, which is a true reflection of the service she offers. She complies fully with the relevant regulations and often exceeds the National Minimum Standards for Regulated Child Care. The child minder is knowledgeable and passionate about her responsibilities. She has effective policies in place. The child minder reviews policies regularly, shares with parents and implements them thoroughly in practice. However the child protection policy did not make reference to the Wales Safeguarding Procedures. She has familiarised herself with the 'Prevent Duty'.

The child minder has a good understanding of her responsibility to promote the Welsh language and makes a positive effort to speak Welsh as often as possible with the children. Communication with parents is effective and she shares a very detailed daily diary of information including what the children have eaten, their sleep patterns, nappy changes and activities. Parents who use this service told us that they were so glad they had chosen this child minder. Parents say that the child minder is kind and caring and excellent at her job. They feel that the child minder's home is welcoming, clean and well-organised. Parents highly recommend this child minder.

Recommendations to meet with the National Minimum Standards

- R1. Ensure the child protection policy makes reference to the Wales Safeguarding Procedures.
- R2. Consider recording more detailed information in fire drill records.
- R3. Use disposable aprons when dealing with bodily fluids such as nappy changing.

Summary of Non-Compliance

Status	What each 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	N/A

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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.

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