



Inspection Report

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Llanelli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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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	26 April 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children are confident to make choices, to speak and to express themselves. They are content and settled and they interact well, co-operate, and play happily together. Children enjoy free play and engage confidently in their learning experiences. They have good opportunities to develop their independence skills.

The child minder has a good understanding of how to keep children safe and healthy. She is caring and responsive to children's needs and creates a positive ethos whereby children feel valued. She respects the children's choices and there are positive bonds of affection. She encourages a free-play learning environment and provides a good range of activities to promote children's developmental skills.

The environment is safe, secure and well maintained. Children have access to a range of good quality toys, resources and equipment that are appropriate and suitable for their needs and enable them to play, explore and learn.

The child minder adequately manages her setting and has the required policies and procedures in place. However, she does not always meet the relevant regulations and on this occasion, we have identified an area of improvement. This is noted at the back of the report. The child minder reviews her service appropriately and makes improvements where necessary. Parents speak very highly of her.

Well-being

Good

Children have a good voice at the setting. They are able to express their views and needs in a variety of ways and have good opportunities to make choices and decisions about what affects them. Children are content and show enjoyment, they confidently express their needs and preferences, and they know that they will be listened to. For example, one child asked the child minder for some paper, and she responded immediately.

Children have a sense of belonging and they are familiar with the routines. Children's feelings, needs, likes and dislikes are met as they are forming bonds of affection. The interactions between the children and the child minder are positive, and children show good levels of interest and engagement in their play and learning. Children arrive happy at the setting and move around with confidence. They have meaningful conversations with the childminder. For example, one child was talking about their new school and their transition day with the child minder.

Children are safe and happy, and they play appropriately with the resources available. The children behave well and interact effectively with their peers and the child minder. Children are learning the importance of sharing, taking turns and cooperating with others. They play happily together, laughing and having fun but they also respect each other's wishes when they want to play alone. We saw some children playing with the blocks together whilst another chose to do some jigsaws alone. Children receive meaningful praise and encouragement from the child minder when they attempt tasks and clearly value the reassurance. For example, the child minder was encouraging a child who was completing the jigsaws and praised them saying "*You've done this so well, well done you*" and the child smiled proudly. The child minder treats the children with respect, and she has realistic expectations of their behaviour and developmental stage.

Children confidently engage in their play and learning, and they have opportunities to relax and enjoy quiet time. They are able to concentrate for an appropriate period of time for their age and stage of development. Children develop their language through their play, naming colours around them and talking about numbers as they count the blocks.

Children are learning how to do things for themselves including problem solving in their play, helping to tidy away the toys after activities, cleaning their hands and taking their shoes and coats off. They do this independently with some help and direction by the child minder when needed.

The child minder knows the children well. She implements policies and procedures to ensure the children are safe at the setting, however these need to be reviewed and updated regularly. During the course of inspection, the child minder has reviewed her safeguarding policy and ensured her training is up to date. She has up to date knowledge and training of first aid. The children bring their own packed lunches and snacks to the child minders home. She encourages healthy eating and ensures she follows good hygiene procedures. For example, the child minder encouraged the children to clean their hands before snack.

The child minder manages interactions with children successfully. She promotes children's confidence and self-esteem positively and provides a great sense of enjoyment and fun. For example, we saw her include each child in the group activities so they could all play their part. The child minder reminds the children of the rules of the setting regularly throughout the session. For example, she prompted one child who was walking around with jigsaw pieces to keep them safe, *"Remember to keep the pieces on the table so that we don't lose them."* The child minder confidently follows her behaviour management policy; implementing positive strategies to effectively promote good behaviour consistently. The child minder reminded the children of being safe and reinforced the expectations of good behaviour. For example, she asked the children to help put toys away before bringing out more and praised them when they did, *"Thank you for tidying up, well done."* The children enjoy playing cooperatively and take turns frequently. The child minder uses positive language to support their understanding and validate their feelings, *"I know you like that toy, but it is kind to share so when you have finished, please can you give your friend a go?"*

The child minder provides a good choice of enjoyable, challenging play and learning opportunities both indoors and outside in the local area to promote the children's all-round development. She plans activities and outings to develop the children's knowledge, however, she does not currently make formal records of her planning or the progress of children. The child minder has a good understanding of the children in her care and knows their likes and dislikes. She supports their knowledge of the Welsh language extremely well, frequently translating words and phrases that she has spoken in English, *"Beth yw e? Dafad! Da iawn!"* She consistently encourages the children's independence skills. For example, she praises children when they are able to put their shoes on or take them off and she offers verbal support to help with independence during lunch, including retrieving their lunch boxes and eating independently.

Environment**Adequate**

The child minder is aware of her responsibilities and ensures that children are safe and secure at her home. The premises are safe, the front door is locked at all times and visitors are signed in and out of the setting. There are effective risk assessments in place and the childminder practises fire drills to ensure the children know what to do in the event of a fire evacuation. The records were not available on the day of inspection however, they have since been seen. The child minder has the appropriate insurances in place and during the course of inspection, the child minder ensured her annual gas safety check had been completed.

The playroom is clean and welcoming with educational posters and children's artwork on the walls. There is sufficient space, equipment and resources to meet the children's individual needs. The child minder effectively stores resources and materials in the living room so that children can safely explore the environment and be independent. There is a large, enclosed outdoor area that but it is currently not in use due to it being under repair. The child minder ensures the children have regular access to the outdoors by taking them to the park or to the rugby field behind the house.

There is an appropriate variety of resources and equipment available to the children which are well organised and in good condition. They are age and stage appropriate to support children's individual needs, interests and development. For example, the children were able to choose from a variety of jigsaws, construction toys, books, musical toys and a wide range of craft resources. The child minder encourages the children to be curious in their learning through providing a variety of activities to support their development. For example, the children were able to choose from several jigsaws of varying levels of difficulty and different musical toys that required the children to explore the buttons and switches to find out how they worked. The children have easy access to the kitchen, playroom and the hallway where they are able to store their belongings and retrieve them independently.

Leadership and Management

Adequate

The child minder manages her setting adequately and has the required policies and procedures in place. However, there was no date or signature to confirm she reviews them regularly. She has a statement of purpose that provides parents with information on the service she offers and updated this following the inspection visit. The child minder did not complete her Self-Assessment of Service Statement (SASS). She is aware this needs to be submitted to CIW under Section 44 of the Children and Families (Wales) Measure 2010 and sections 60(1)(b) and 71 of the Government of Wales Act 2006 in order to fully meet the legal requirements of her registration. We have not issued a notice on this occasion, as there was no immediate impact or risk for children using the setting. We expect the child minder to take action to rectify this and it will be followed up at the next inspection.

The child minder has appropriate systems in place for regularly gaining the views of parents, carers and the children in her setting. She successfully incorporates the feedback into her quality of care review which was completed during the course of inspection. The child minder recognises what she has done well and has also identified ways in which she can improve her setting.

The child minder ensures she has current DBS checks in place for herself and other household members. She has appropriate qualifications and training suitable for the children in her care. The child minder stores the relevant information required for the children and she records their attendance accurately and meets ratios. However, the child minder does not always inform CIW of changes to household members in the home. We have made this an area of improvement and we expect the child minder to take action to rectify this. It will be followed up at the next inspection.

The child minder is mindful of the importance of clear communication, engagement and working alongside parents and keeping them informed. She keeps parents and carers informed through messages and verbal communication. The child minder has a good relationship with the parents who use her service. For example, she supports parents and carers by having meaningful conversations about their children's needs and supports them to get the help they need. Feedback from parents indicate a high level of satisfaction with the setting. For example, *"My child never wants to leave"* and *"The child minder helps my child's understanding and learning."*

Recommendations to meet with the National Minimum Standards

- R1. Consider maintaining written records of planning and each child's individual progress to reflect their development.
- R2. Ensure policies and procedures are reviewed and updated regularly.
- R3. Ensure required documents are available at inspection.

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
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31	The childminder has not informed CIW of a person living at the premises.	New
25	The childminder is not compliant because she did not ensure that the gas boiler was serviced in a timely manner.	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.

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