



Inspection Report

Sarah Stedman

Llanelli



Date Inspection Completed

16/05/2023

About the service

Type of care provided	Child Minder
Registered places	7
Language of the service	English
Previous Care Inspectorate Wales inspection	24 July 2017
Is this a Flying Start service?	Manual Insert] 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.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are active and express enthusiasm and enjoyment. They feel very safe, happy, and valued, showing confident bonds of affection and a good familiarity with routines. Children thoroughly enjoy their play and learning, showing a sense of pride when they complete a task and enthusiasm and enjoyment during activities and play. They develop, learn, and become independent with many opportunities to follow their own interests.

The child minder has strong practices to keep children safe and healthy. She follows her policies consistently and understands her responsibilities to protect children. The child minder implements positive behaviour management strategies and actively promotes children's play, learning and development.

The child minder offers a very safe and secure environment. She completes and reviews risk assessments as well as completing daily checks and cleaning routines. The child minder offers a range of toys and resources as well as furniture and equipment suitable for nearly all the age ranges cared for.

The child minder works effectively to organise and develop her service. She works consistently to review her policies and works effectively to gather information for the quality of care review. The child minder is well organised and keeps mandatory training up to date. She keeps parents informed and is developing positive relationships.

Children have a strong voice at the setting. They know they will be listened to as the child minder reacts to the children's verbal and non-verbal cues. Children confidently follow their own interests and make requests to the child minder. For instance, the children requested more fruit and toast at snack time, and they were given more.

Children have a sense of belonging, forming relationships and are familiar with routines. For instance, when the child minder called out "*snack*", the children knew to go wash their hands independently. Children's feelings, likes, dislikes and needs are acknowledged as they have good bonds of affection with the child minder. Children settle quickly in the company of visitors because they know that the child minder is at hand. For example, children happily chatted with a visitor, sharing resources, and asking questions demonstrating that children were comfortable and content.

Interactions between children and adults are consistently very good. Children co-operate well and are developing friendships. For instance, one child started jumping excitedly when she heard her friend arrive at the service. They confidently talk to the child minder, her assistant as well as their friends. One child proudly announced she was the child minder's helper. Children express empathy and are sensitive to the needs of others. For example, an older child offered to help serve food to a younger child.

Children are enthusiastic and interested in their play and learning. For example, they laughed and smiled as they listened to a story as well as sharing resources including books and lollipops they had made from playdough. They enjoy a good range of interesting opportunities indoors and can choose to relax and have quiet times. Children choose to take part in activities resulting in a good feeling of achievement and high self-esteem. For instance, a child proudly discussed the shapes and colours they found on their building blocks.

Children experience interesting age and developmentally appropriate opportunities that promote their all-round development and enable them to confidently follow their own interests. For example, they can play with small world toys and develop their imagination playing with the farm and animals. Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. They are encouraged to try things for themselves and are consistently praised for trying things. For example, children were asked to put their shoes on before going outside and told "*what a good try*". Children gave positive feedback about the service saying they loved coming to the service to play with their friends and would like to come more often.

Care and Development

Good

The child minder understands and implements policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She offers a range of healthy snacks and foods and ensures that children have access to drinking water throughout the day. The child minder consistently reminds children to be careful. For example, reminding children to sit on the chair while eating. She implements robust cleaning and good hygiene practices. For instance, she wiped the table before food, gave children individual paper towels to dry their hands and followed appropriate nappy changing procedures. The child minder is efficient and knowledgeable regarding children's individual needs. For example, all accident and medication records are signed and up to date. The child minder has a very good understanding of her responsibilities to protect children. She confidently discussed what she would do if there was a child protection incident.

The child minder is a very good role model. She has a good behaviour management policy and consistently implements positive behaviour management strategies. She uses a gentle, calm voice at all times and reinforces good behaviours with the children. For instance, reminding children to share and help each other. The child minder is consistently responsive, and the interactions are very positive, demonstrating warmth and kindness. She uses a range of strategies including distraction techniques and reminding children of the rules. For example, she reminded children about using kind hands with each other. She has a good understanding of individual children's development and how it impacts on their behaviour.

The child minder is committed to providing a broad range of play and learning activities. She uses the children's interests to base their learning around this. She uses the children's play to promote their development by asking questions about their play and encouraging them to recognise and extend their learning. For instance, while looking at the animals, the child minder asked a child "*what is this?*" Then asked, "*what noise does it make?*" She records simple observations on the children's development and uses this to plan for the children's next steps in their learning. She offers some good opportunities for children to develop their independence skills. For example, she encourages younger children to self-feed and for older children to wash their hands.

Environment

Good

The child minder has effective measures and policies in place in relation to the safety and welfare of children. There are current heating and safety certificates available to inspect and the child minder undertakes and records regular fire drills. The child minder ensures that the environment is safe, secure, and well maintained indoors and outdoors. She organises regular cleaning routines that reflect good hygiene practices. The child minder completes an accurate general risk assessment which is regularly reviewed. However, fire and regular outings were not included as part of the risk assessment. The child minder has several gates in place to ensure children can only access suitable areas.

The child minder ensures that the environment has sufficient indoor play space for children to move freely. Children access toys and resources independently or ask the child minder or assistant if there was something out of reach. Children have access to a well-resourced outdoor area including a sheltered space for all weather conditions. The child minder organises the environment appropriately so that it provides a satisfactory range of play opportunities suitable for the children being cared for. The child minder provided photographic evidence of local visits she undertakes with the children.

The child minder provides equipment suitable for the age and stages of children's development. For example, at lunch time children could sit at the low-level table and chairs and younger children used highchairs. The child minder ensures that many children can access good quality and a satisfactory variety of age-appropriate furniture, toys, and equipment indoors. For example, small world toys, craft materials, interactive toys, books, and soft toys for younger children. The outside area includes safety rubber tiles on the floor which allows younger children to access the outdoor area safely. There are a range of good quality outdoor resources including a mud kitchen, playhouse, swing, and bikes. The child minder explained that she regularly changes the resources and toys as well as carrying out regular cleaning and checks on the quality of resources.

Leadership and Management

Good

The child minder is well organised and works positively to improve and develop her service. She is knowledgeable about her responsibilities and ensures she keeps up to date with changes within the childcare sector. The child minder maintains an up to date, informative statement of purpose that reflects the service provided and meets the national minimum standards. She has all regulation policies in place as well as a range of other policies which are reviewed regularly and implemented in practice. The child minder ensures that the required regulatory children's records are accurately kept, including a register showing the actual times of children's attendance.

The child minder implements an annual self-evaluation report. She seeks and implements the suggestions of children and their parents/carers. The child minder produces an easy to read report which reflects upon her service. She highlights what she feels she does well, including some improvements she wishes to make, as well as how she will achieve these.

The child minder is well qualified and keeps up to date with all mandatory training as well as undertaking other training. For example, she has completed planning in the moment training and high-quality transitions as well as attending child minder forums. She has a valid disclosure and barring service certificate for herself and other household members. She employs one assistant and ensures that they are suitable to work with children. However, she did not have all evidence of pre-employment checks in place. Since the inspection visit, the child minder has confirmed that she has all evidence in the assistant's staff file. The child minder carries out appropriate annual appraisals with her assistant and has daily discussions with them about the service, the children, and any other issues which may arise. However, she does not carry out regular supervisions with the assistant. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder has appropriate communication and engagement systems with parents and carers. She keeps them well informed through personal diaries and daily verbal feedback. Parents we spoke to said they are very happy with the service and said that it wasn't just a service but that they felt like they were a member of the family. The child minder has developed relationships with other local child minders and regularly visits the local groups with the children.

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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29	Ensure staff receive regular supervision.	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)
	No NMS Recommendations were identified at this inspection

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)
Further develop your risk assessments to include more elements of your service.

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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