



Inspection Report

Lisa Parry

Llantwit Major



Date Inspection Completed

20/03/2024

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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	17 July 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<u>Well-being</u>	Excellent
<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 have an excellent voice at the child minder's home. They know their needs, preferences and feelings will be listened to and they are extremely confident to make their own choices. Children express themselves well, they are developing meaningful friendships and feel relaxed and settled. Children have excellent opportunities to develop their independence skills.

The child minder ensures she keeps children safe and healthy. She manages behaviour effectively and is responsive to the children's needs, interacting with them in a kind and nurturing manner. The child minder has the relevant training and has good systems in place for monitoring children's progress and supporting their learning and development.

The child minder provides a clean and safe environment that is warm and welcoming to the children. It is well maintained, comfortable and meets children's needs. She provides a range of resources and equipment that meet the different interests and abilities of the children in her care.

The child minder has the appropriate policies and procedures in place and has good systems for managing records and reviewing her quality of care. The child minder builds close working partnerships with parents and carers and maintains good links within the local community.

Well-being

Excellent

Children have an excellent voice and consistent opportunities to make choices and decisions about what they want to do and where they want to play. For example, some children choose to play with the musical instruments, some read books and some children choose to engage in a messy play activity. Children are very happy and settled and thoroughly enjoy their time with the child minder. They did not stop chatting and giggling together throughout our visit.

Children feel safe, happy and valued. They are settled in the child minder's care and show positive bonds of affection with her. Children spontaneously seek cuddles and reassurance from her when they need comforting. They express themselves well and receive an immediate response to their requests and prompts. For example, when a child asked the child minder for help, the child minder responded immediately.

Children interact and co-operate well for their age and stage of development; they are learning to share and take turns. They are forming lovely friendships and play together well. For example, when riding around on the resources, one child called to her friend, "*Come on! Let's go to the seaside!*" Interactions between the children and the child minder are consistently good. The child minder treats the children with respect and consistently considers their wants and interests. For example, when a child asks for an alternative story, the child minder finds the one that they want and reads it instead.

Children are fully engaged in the play opportunities and experiences available to them. They confidently choose activities that interest them and are happy to participate in directed and self-directed activities. Children concentrate for extended periods of time in line with their age and stage of development. For example, children engaged in a messy play activity for nearly half hour and continued to go back and forth to it during the session. They enjoy influencing their own play and activities.

Children have numerous opportunities to develop their skills and independence in line with their age and stage of development. This means they are able to do things for themselves. For example, children confidently feed themselves, use the bathroom to wash their hands independently and put their aprons on before taking part in an activity. They gain a sense of achievement from what they do and are excited to share their successes. For example, a child was excited when they were able to put a sock on by themselves with little support. The child minder responded to the child saying, "*Well done, you are so clever!*"

Care and Development

Good

The child minder is aware of her responsibilities to keep children safe and healthy. She implements appropriate hygiene and cleaning procedures and encourages children to wash

their hands frequently to maintain infection control. The child minder has completed the appropriate food safety training and maintains the correct systems for storing food safely. The child minder is aware of safeguarding procedures and has updated her training to support this. She is aware of the procedures to follow if she has any concerns about a child. The child minder maintains the appropriate medication and accident forms, and the registers are accurate and reflect the arrival and departure times for visitors and children. The child minder ensures children's privacy and dignity is respected when they use the toilet and when changing their clothes.

The child minder manages interactions positively. She is a positive role model to the children in her care, treating them with genuine kindness and concern. The child minder manages children's behaviour well through using gentle tones, distraction and praise. She reminds the children to be kind to each other and she supports them to wait their turn. Children are extremely polite; the child minder encourages manners and praises children for using them, *"You are so polite, well done you!"* She is very kind and nurturing towards the children, she consistently praises them for their efforts and accomplishments to promote their confidence and self-esteem. For example, *"That is fantastic! What beautiful singing! Well done!"* The child minder engages with the children during their play, for example, they sing songs together, play instruments, dance and tell stories. Children often invite her into their play. For example, the children were pretending to make coffee and they asked the child minder, *"Do you want one? This is for you."*

The child minder is knowledgeable about children's development, and she plans activities for them to support their learning. She maintains meaningful journals that reflect children's progress and achievements. The child minder provides a self-directed learning environment and enables children to follow their interests by choosing the resources they want to use and play with. The child minder has good links with other child minders and within the community. She regularly ensures children are able to take part in activities and experiences in the local village, extending their understanding of the world around them. The child minder is aware of children's habits and routines and recognises when they are tired or becoming restless and need re-direction. The child minder is committed to promoting the Welsh language and uses Welsh frequently with the children, naming colours and numbers.

Environment

Good

The child minder uses appropriate systems to ensure the environment is safe and secure. The indoor and outdoor areas provide a stimulating space for children to play and learn. She ensures all entrances and exits are locked whilst the children are present. The child

minder identifies risks to children and eliminates them as far as possible. She completes daily checks, and her risk assessments consider the different areas in her home as well as the various outings and activities she provides. The child minder practises regular fire drills with the children to ensure they can evacuate her home in the event of an emergency. She ensures her gas safety certificate is up to date.

The environment is well decorated and well maintained. It is warm and welcoming, and children's artwork is proudly on display. This means children feel valued as they enjoy showing us what they have made and telling us about the pictures on display. Children benefit from a dedicated playroom which the child minder organises well. She ensures the play area is light, clutter free and provides children with sufficient space and freedom to move around. The child minder ensures children can independently access resources by providing low level storage, furniture and equipment which supports children's self-directed learning. Children confidently explore the environment safely and they are able to rest and have quiet time if they want to. The child minder encourages the children to take age-appropriate risks, allowing them to learn in a safe and supervised environment. Children access a downstairs bathroom which is clean, well maintained and child friendly.

Children have access to a good range of resources and equipment that are of good quality and meets their individual needs and abilities. Resources are sufficient in quantity and provide children with a varied choice. For example, there is a large selection of books, jigsaws and games, dolls and accessories, vehicles and construction resources. The child minder recognises the importance of spending time outside and provides children with opportunities to regularly engage in activities and experiences in the local community. She provides a variety of resources outdoors which extends children's play and physical development, including sand and water play, ride on toys and different themed playhouses.

Leadership and Management

Good

The child minder has a good understanding of her responsibilities as a provider. She prides herself on running a good service and has met all the previous recommendations from her previous inspection. There is a suitable statement of purpose, providing parents with accurate information, enabling them to make an informed choice about the care of their children. The child minder ensures her policies and procedures are clear and well

organised and she regularly reviews them. She maintains the appropriate public liability and vehicle insurance and her certificates are all up to date, including her registration with the Information Commissioner's Office (ICO). However, the child minder does not always inform Care Inspectorate Wales (CIW) of changes in the setting in a timely manner.

The child minder continually monitors the quality of service and has written a suitable quality of care report. She seeks the views of parents and carers as well as children. She has received very positive feedback, demonstrating contentment and satisfaction from parents and children. The child minder is committed to improving her service and considers her strengths and areas to develop further, in order to achieve the best outcomes for children.

The child minder recognises the importance of maintaining her own continuous professional development through comprehensive training. She keeps her mandatory training up to date and regularly completes additional courses that are relevant and support her in her role. She ensures the relevant Disclosure and Barring Service (DBS) checks are in place and maintains the appropriate contracts in place for the children in her care. She keeps all the required records and permissions in relation to children's individual needs and regularly reviews the information she holds in order to safeguard the children in her care.

The child minder has very good relationships with parents and carers. She provides them with the relevant information to make choices about the care of their child, informing them about all aspects of her child minding service. Feedback from parents and carers is extremely positive. For example, comments include, *"Our child feels very safe with Lisa and talks to her all the time,"* *"Lisa is like family to us, we have a strong bond"* and *"Our child thrives in her care."* The child minder is committed to working with other professionals to support families and ensure children's needs are fully met.

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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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)
Standard 21 - Notifications of significant events	Ensure CIW are notified of significant events in a timely manner.

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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