



## Inspection Report

**Julie Davies**

**Llandudno**



**Date Inspection Completed**

25/09/2023

## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	17 May 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.

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<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children are active and curious learners and make choices about what they want to play with. Interactions between children and the child minder are good. Children settle quickly and enjoy getting out what they have chosen to play with. Children's opinions and interests are valued and acted on. They are developing their independence skills well.

Children are cared for by a child minder who delivers good care and is committed to ensuring children grow and develop well. The child minder promotes children's play, learning and development through a range of activities. Individual needs are met successfully, and children are safe and healthy. The child minder manages interactions effectively.

The environment is clean and welcoming. Resources within easy reach provide good opportunities for children to develop a range of skills. The layout promotes children's independence and is organised to enable them to freely explore and make their own choices about what they want to play with. A lovely garden develops children's interest in nature and growing vegetables and herbs.

The childminder has built positive partnerships with parents whom she keeps well informed about their child's day.

Children let the child minder know what they want to play with and show her different toys. Their non-verbal requests are listened to and acted on by the child minder, such as becoming ready for a drink or a nap. Children chat happily with the child minder and make decisions about what to have for lunch and where to sit at the table or on the comfy sofa. They ask for something different when they want a change of activity. For example, looking at books. They choose colours for their sunflowers and songs to sing.

Children feel safe, happy, and valued. They are curious, play happily and enjoy choosing their own toys and equipment, with excited chatter as they make up games together outside. Children are reassured and provided with praise and encouragement. They settle well, develop a sense of belonging and show attachment to the child minder, even those with the child minder for a very short time. The children are very comfortable, and we saw lots of smiles, one child very content to look at a book. Children enjoy care, which is warm, relaxed and respectful of their needs. They are confident as the daily routine is familiar and this ensures children feel secure as they know what is going to happen next such as washing hands ready to eat lunch.

Children interact well with the child minder, and they ask for help for example to put together a dinosaur egg. Children listen well to the child minder who has a friendly manner; they know she is listening and responding to their ideas and what they have to say. They proudly show the child minder what they are doing at the table with crafts. Children have good relationships and the way they smile and play together with a train set shows how children like coming to spend time with her.

Children enjoy their play and learning activities with toys and equipment available. They have plenty of choice and the opportunity to learn new skills. They are confident to chat to the child minder whilst playing and wave to the window cleaner who arrives to wash the windows. Children are busy and interested in what their friends are doing, such as listening to a story, and they happily join in. They show off their climbing skills and singing rhymes. Children are starting to share and take turns for example playing on the slide or hiding in the tunnel.

Children have good opportunities to develop skills of independence helping themselves to drinks and they are confident learners. They move around playing with toys of their choice, selecting confidently from the range available and set out. Children follow their own interests, with the child minder on hand to provide help and support gently suggesting toys they would like to play with. Positive relationships were observed, and language is developing through playing, and lots of chatting.

## Care and Development

Good

The child minder knows how to keep children healthy and safe. She has attended training such as Paediatric First Aid and safeguarding which ensure she knows how to keep children safe. The child minder provides a healthy lunch, having first asked the children what they would like to eat. She listened to their choice of ham and cheese. Snacks, often of fruit grown in the garden such as apples, are given to the children who said they are crunchy and juicy. Relevant policies and procedures are in place to keep children safe and healthy. Risk assessments have been undertaken to identify and manage any hazards such as garden play and an occasional dog visit. The child minder pays good attention to hygiene, ensuring children wash their hands and the table is wiped before eating. The child minder ensures children enjoy their play and learning safely. Although the child minder doesn't usually give medication there is documentation available.

Children experience responsive care from the child minder who listens and shows respect, offering to help if needed. Realistic boundaries are set and children are helped to understand simple rules such as sitting still on the sofa. The child minder's positive attitude enables the children to feel good about themselves and increases their self-esteem and helps them feel valued. The care is relaxed, and child led, ensuring children's emotional well-being is nurtured. The child minder interacts with warmth and kindness, giving plenty of praise for small achievements, which makes the children smile and feel proud.

The child minder is knowledgeable about children's development and successfully meets their needs. Children's individual routines and preferences are followed. Parents receive a good level of detail about the child's day through a daily diary. The child minder plans activities which link to special occasions and places of interest. She ensures children are busy with experiences they enjoy which develop skills such as putting out a bowl of fruit so children can help themselves. She provides a range of play and learning activities and respects all the children's choices and requests. The child minder focuses well on the interests of the child, with individual routines and preferences followed. The child minder is in the process of making a scrap book to record progress for each individual child.

**Environment****Good**

The child minder ensures the premises are safe and well maintained and meets the needs of the children. The front door is kept locked and visitors to the service are recorded. The child minder makes sure equipment is safe and the environment and toys are clean, well maintained and age appropriate. A safety checklist has been completed and risk assessments carried out including those for places visited. The child minder is aware of her responsibilities and supervises children well during their activities in the lovely large conservatory.

The child minder ensures the environment is suitable for the children. She provides plenty of toys and equipment. This makes the children feel comfortable and at home. Activities are organised and toys and games easily reached by the children. The child minder provides easy access to resources in a highly suitable environment. She ensures the space is welcoming to children as it is light and bright and well organised. The rooms are exceptionally clean and well decorated with resources and furniture clean and of good quality. A lovely secure and enclosed garden is suitably resourced with different areas, enabling even the youngest children to enjoy outdoor play.

A well-resourced room and outdoor area provide good opportunities for children to develop a range of skills. A playhouse and climbing frame ensure children can follow their ideas and create imaginative play. The child minder grows fruit such as pears and vegetables and children take part and enjoy eating the produce once it is ready. There are a variety of materials including plastic and natural objects which give the children the opportunity to work with different textures and surfaces. The room is attractively organised to enable children to freely explore and make their own choices about what they want to play with and help themselves.

The child minder has a recently updated statement of purpose, which provides parents with the required information about what the service offers. Appropriate policies and procedures are available for parents and an appropriate record of children's attendance is kept which includes full names. The child minder is a member of a support organisation. She finds this useful to keep up to date with information about her child-minding business and utilises some of the documentation provided.

The child minder is improving the service she provides. She reflects on her service and completes a review. The child minder is aware of her strengths and areas to improve. We received written confirmation that recommendations from the inspection have been completed. Through a misunderstanding the child minder was caring for 4 children under the age of 5 on the day of the inspection. The child minder immediately rectified this, and we received written confirmation. She knows her setting well and has developed her service over many years. There are recent changes to the outdoor area which provides defined spaces for the children to play. Parent's views are considered, and feedback is actively sought. Leaving cards from children and their parents evidence how happy families are to attend the child minder's service.

The child minder ensures she keeps up to date with all mandatory training and current thinking, which improves her knowledge to carry out her role effectively. All relevant family members have a current Disclosure and Barring Service (DBS) check.

The child minder has built effective partnerships with parents. She keeps them well informed about their child's day through an app which shows photographs of the children enjoying their time with her. The child minder is sensitive to the needs of the children and their parents and forms are completed before the child starts so the child minder can provide a good level of care. Regular updates from parents ensure that the changing needs of the children continue to be met.

### 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
	Regulation 15 of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Statement of Purpose:	Achieved
	Regulation 25 (a) of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Hazards and Safety:	Achieved
	Regulation 25 (c) of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Hazards and Safety:	Achieved

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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