



Inspection Report

Glenys Jones

Pwllheli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

23/05/2024

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	2 August 2017
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>	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 happy and have a warm relationship with the child minder. They enjoy their time at the service and confidently choose from the available activities. Children are confident to communicate their needs and are beginning to form friendships and learn positive social skills.

The child minder is kind and supports children in a warm and positive manner. She is aware of her responsibilities in keeping children safe and promotes healthy habits. The child minder uses effective methods to manage interactions, providing a nurturing care and encouraging positive social skills. She knows the children well and plans effectively to meet their individual needs.

The child minder ensures the property is welcoming and safe and provides a good range of toys and resources. She completes regular safety checks and has effective procedures in place to ensure hazards are managed effectively. However, risk assessments are not always reviewed annually to ensure these risks are monitored effectively. The child minder provides a wide range of opportunities for children to explore natural and sensory materials, helping them to learn about the world around them.

The child minder manages her service well and understands her regulatory responsibilities. She ensures her training and suitability checks are kept up to date and parents are kept well informed about their children's development and of any changes to the setting.

Well-being

Good

Children are happy, settled and have formed positive relationships with the child minder and each other. They move around activities freely and confidently following their own interests. They are eager to share their experiences with the child minder and their friends. For example, they enthusiastically show her the toys they have chosen and excitedly point out things that interest them.

Children feel secure and are confident in their surroundings. For example, they involved us in their play, enthusiastically chatting as they made cups of tea and food in the play kitchen and handed them out to us and the child minder. Children are confident to approach the child minder for comfort and are provided with positive words of encouragement and hugs when needed. For example, they approach the childminder for cuddles and reassurance when they are tired or feeling frustrated and know this will be quickly provided.

Children are beginning to form friendships and are developing positive social skills. They are happy to take turns and share toys with only a few gentle prompts from the child minder. For instance, two children took turns to roll the fire engines and toy cars down the ramp, laughing and chatting together as they waited for their turn and cheering when their friends rolled their cars down. Children are eager to involve their friends and the child minder in their play. For example, they are excited to use the walkie talkies to chat together, laughing and smiling as their friends or the child minder talk back to them.

Children thoroughly enjoy their time at the setting and are eager join in with activities. For example, they engage well when creating nests for the toy birds using straw and torn brown paper. They chatted happily about which materials to add and about which of the bird houses to put the nest inside. They then enjoyed chatting together about which birds they had seen in the garden that week, enthusiastically naming the birds and telling us about the chicks they had seen. Children concentrate well and persevere with tasks which they find more challenging. For instance, they remained focused while helping the child minder to clear the tables after lunch, carefully emptying the contents of the plates into the recycling bin.

Children have a good range of experiences and are able to spend plenty of time outdoors. They use the garden as often as possible when the weather permits and have regular trips to local playgrounds and places of interest where they have opportunities to develop physically and socially. Children are encouraged to do things for themselves, such as washing and drying their own hands and faces and clearing their own plates. Children are eager to help the child minder with tasks. For example, they all follow instructions well when tidying up the toys and regularly help out with washing the dishes.

Care and Development

Good

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She has up to date safeguarding training and can describe the correct procedures to follow should she have any concerns about a child in her care. The child minder has up to date Paediatric First Aid training, meaning she is prepared to deal with any accidents or emergencies which may occur. Accidents are well documented, and records are signed by parents, showing they have been informed. The child minder ensures children know how to exit the premises quickly and safely in the event of an emergency by ensuring they practise regular fire drills. These practices are recorded on a dedicated log. However, these records could be developed further to contain more detail.

The child minder promotes healthy habits; she ensures children have sufficient opportunities to develop their physical skills and spend time outdoors in the fresh air. She ensures children have access to their water bottles throughout the day, promoting good hydration. The child minder promotes good hygiene by encouraging children to wash their hands when appropriate and ensures they have paper towels and wipes to prevent the risk of cross infection. She follows effective hygiene procedures during nappy changing and when handling food.

The child minder has built positive relationships with the children. She speaks with them in a kind and friendly manner and deals with any unwanted behaviour calmly and fairly. She uses positive methods to redirect children if they begin to show any unacceptable behaviour. For example, she gently but clearly communicates the expectations for sharing and behaving appropriately during activities and she distracts and redirects children if they start to behave inappropriately. The behaviour management policy outlines the practices seen during our visit.

The child minder plans a range of activities in line with children's individual interests and developmental needs. She tracks their individual development using dedicated developmental tracking sheets, which she uses to record when children have attained different skills. She also collates samples of children's work and photographs to create individual learning records, which are shared with parents at the end of each year. Parents are kept up to date with information about their children's progress through private messages and individual daily diaries.

Environment

Good

The child minder provides a clean and safe environment for children. Doors to the premises are locked while children are present and visitors are required to show identification and sign in using the dedicated visitor's book. The garden area is secure and surrounded by a robust fence. Accurate records of children's attendance are recorded each day. The child minder monitors and responds to any potential hazards in a timely manner. For instance, she completes daily checks of all areas, toys and resources and addresses any issues that may arise. All potential hazards and the steps taken to minimise or eliminate these hazards are outlined within written risk assessments. However, these risk assessments are not always reviewed annually.

The child minder provides a welcoming and friendly environment. Children have access to a playroom and lounge, meaning they have plenty of space to move around freely and explore the available activities. The child minder provides a good range of age-appropriate toys and resources, including animal figures, wooden train sets, jig-saws, toy vehicles, construction toys, arts and craft materials and a play kitchen. Toys and games are well organised and stored in boxes, which are stored at low level so children can reach them independently. There are also comfortable cushions and seating so children can also relax and spend quiet time reading from the wide variety of books if they want to. Children also have access to the garden area, which provides a range of inviting areas with plenty of space for children to play, explore and use their senses. The garden includes a play house, water play area, musical exploration area, planting area and range of sensory activity areas.

The child minder has a range of equipment to aid younger children's independence skills. For example, she has toddler steps in the bathroom so children can use the toilet and wash their hands independently. The child minder told us she rotates toys regularly to ensure children are provided with a variety of different experiences. All toys and resources are clean and in good condition. A wide range of sensory and natural materials are provided for children to explore, enabling them to use their senses and learn about the world around them.

Leadership and Management

Good

The child minder has a good understanding of her role and regulatory responsibilities and provides a range of policies to enable her to run her service safely and effectively. These policies are reviewed and updated regularly so they contain up to date information. However, the complaints policy did include some inaccuracies. We have since received an amended copy, which now includes the correct information. The child minder's safeguarding policies and procedures contain all the required information, but these are spread across more than one document. Collating these into a single policy would ensure all the information is more easily available. The child minder has a detailed statement of purpose, which gives a clear and accurate description of the setting. This enables parents to make an informed decision about whether the setting can meet theirs and their child's needs.

The child minder regularly seeks feedback from parents and children. She outlines some of the improvements made to date and those planned for the next year within a detailed annual quality of care review report. Parent feedback questionnaires show they are very happy with the setting and the care provided to their children.

The child minder ensures that her own as well as household members' Disclosure and Barring Service (DBS) check are valid and up to date. She ensures Care Inspectorate Wales (CIW) are notified following significant incidents or changes to the service as required by the regulations. Her first aid and safeguarding training is up to date in order to maintain a good understanding of current best practice in these aspects.

The child minder has developed positive relationships with parents and shares information effectively. Records provided show the child minder gathers all required information about children prior to them attending. This allows her to plan effectively and to work with families in order to meet children's individual needs. Parents sign to show they have received and understood all the service's policies prior to their child attending. The child minder ensures children have opportunities to learn about the community in which they live by spending lots of time visiting the local areas, such as parks, places of interest and local toddler groups.

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 24 - Safety	Ensure written risk assessments are reviewed and updated at least annually and the date on which the review takes place is recorded.

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)
When recording fire drill practices, include the time at which the practice takes place and the time taken to evacuate the premises.
Include all safeguarding policies and procedures within a single document for ease of use.

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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Date Published 23/07/2024

Crynodeb o'r achos o ddiffyg cydymffurfio

Statws	Ystyr pob un
Newydd	Nodwyd yr achos hwn o ddiffyg cydymffurfio yn yr arolygiad hwn.
Adolygwyd	Adolygwyd cydymffurfiaeth yn ystod yr arolygiad hwn ond ni lwyddwyd i'w chyflawni. Mae'r dyddiad targed ar gyfer cydymffurfio yn y dyfodol a chaiff ei brofi yn ystod yr arolygiad nesaf.
Heb ei Chyflawni	Profwyd cydymffurfiaeth yn ystod yr arolygiad hwn ond ni lwyddwyd i'w chyflawni.
Cyflawnwyd	Profwyd cydymffurfiaeth yn ystod yr arolygiad hwn a llwyddwyd i'w chyflawni.

Rydym yn ymateb i ddiffyg cydymffurfiaeth â'r rheoliadau pan gaiff canlyniadau gwael i bobl, a / neu risg i'w llesiant eu nodi drwy gyhoeddi Hysbysiad(au) Gweithredu â Blaenoriaeth.

Mae'n rhaid i'r darparwr gymryd camau ar unwaith i fynd i'r afael â hyn a gwneud gwelliannau. Os bydd darparwyr yn methu â chymryd camau gweithredu erbyn y dyddiad targed, gallwn uwchgyfeirio'r mater at Banel Gwella a Gorfodi.

Hysbysiad(au) Gweithredu â Blaenoriaeth

Rheoliad	Crynodeb	Statws
Dd/G	Ni nodwyd unrhyw achosion o ddiffyg cydymffurfio o'r math hwn yn yr arolygiad hwn	Dd/G

Lle byddwn yn canfod achosion o ddiffyg cydymffurfio â rheoliadau ond na chaiff unrhyw risg uniongyrchol na sylweddol i'r bobl sy'n defnyddio'r gwasanaeth ei nodi, byddwn yn tynnu sylw atynt fel Meysydd i'w Gwella.

Byddwn yn disgwyl i'r darparwr gymryd camau i unioni'r achos a byddwn yn ei ystyried eto yn yr arolygiad nesaf. Lle bydd y darparwr wedi methu â gwneud y gwelliannau

angenrheidiol, byddwn yn uwchgyfeirio'r mater drwy gyhoeddi Hysbysiad Gweithredu â Blaenoriaeth.

Maes i'w Wella / Meysydd I'w Gwella		
Rheoliad	Crynodeb	Statws
Dd/G	Ni nodwyd unrhyw ddiffyg cydymffurfio o'r math hwn yn yr arolygiad	Dd/G

Lle byddwn yn nodi nad yw'r darparwr yn cyrraedd y Safonau Gofynnol Cenedlaethol ar gyfer Gofal Plant Rheoleiddiedig ond nad oes unrhyw risg uniongyrchol neu sylweddol i'r bobl sy'n defnyddio'r gwasanaeth, byddwn yn tynnu sylw atynt fel Argymhellion ar gyfer Cyrraedd y Safonau Gofynnol Cenedlaethol.

Rydym yn disgwyl i'r darparwr weithredu i ymdrin â'r rhain a byddwn yn eu hystyried yn yr arolygiad nesaf.

Safonau Gofynnol Cenedlaethol	
Safon	Argymhelliad (argymhellion)
Standard 24 - Safety	Ensure written risk assessments are reviewed and updated at least annually and the date on which the review takes place is recorded.

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.

Arfer Gorau	
Argymhelliad (argymhellion)	
When recording fire drill practices, include the time at which the practice takes place and the time taken to evacuate the premises.	
Include all safeguarding policies and procedures within a single document for ease of use.	

Graddau	Ystyr y graddau
Rhagorol	Gwasanaethau sy'n ymrwymedig i welliant parhaus ac sydd â llawer o gryfderau, gan gynnwys enghreifftiau arwyddocaol o ymarfer ac arloesi sy'n arwain y sector. Mae'r gwasanaethau hyn yn darparu gofal a chymorth o ansawdd uchel a gallant ddangos eu bod yn gwneud cyfraniad cadarn tuag at wella llesiant plant.
Da	Gwasanaethau sydd â chryfderau a heb unrhyw feysydd pwysig sydd angen eu gwella'n sylweddol. Maent yn rhagori ar y gofynion sylfaenol yn gyson, gan sicrhau canlyniadau cadarnhaol i blant a hybu eu llesiant yn rhagweithiol.
Digonol	Gwasanaethau lle mae mwy o gryfderau na meysydd i'w gwella. Maent yn ddiogel ac yn bodloni'r gofynion sylfaenol ond mae angen gwelliannau er mwyn hyrwyddo llesiant a gwella canlyniadau i blant.
Gwael	Gwasanaethau lle mae mwy o feysydd pwysig i'w gwella na chryfderau ac mae enghreifftiau arwyddocaol o ddiffyg cydymffurfio sy'n effeithio'n negyddol ar lesiant plant. Lle bydd gwasanaethau yn wael, byddwn yn cymryd camau gorfodi ac yn cyflwyno hysbysiad diffyg cydymffurfio.

A oedd yr adroddiad hwn yn ddefnyddiol?

Rydym am glywed eich barn a'ch profiadau o ddarllen ein hadroddiadau arolygu. Bydd hyn yn ein helpu i ddeall p'un a yw ein hadroddiadau yn darparu gwybodaeth glir a gwerthfawr i chi.

I rannu eich barn ar ein hadroddiadau, cliciwch ar y ddolen ganlynol i gwblhau arolwg byr:

- [Arolwg adroddiad arolygu](#)

Os hoffech roi adborth cyffredinol am wasanaeth, ewch i'n [Tudalen arolygon adborth](#)

Dyddiad Cyhoeddi 23/07/2024