



## Inspection Report

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**Llandrindod Wells**



**Date Inspection Completed**

18/06/2024

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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	8 <sup>th</sup> August 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.

<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 settled and have good opportunities to make choices. They are happy and have strong bonds with the child minder. Children are relaxed in her company and enjoy the time they spend in her care. They are developing their independence well and enjoy learning through play. Observations were limited due to the number of children present on the day of the inspection.

The child minder understands her role in keeping children safe and healthy. She manages interactions in a positive manner and is consistently warm, patient and kind. The child minder knows the children and their individual needs very well. She plans activities and visits that meet their needs and interests.

The setting is safe and secure. It is clean, warm, comfortable, and well maintained. It provides children with a light, bright area to play in a 'home from home' atmosphere. The child minder provides good resources and facilities for children to be cared for.

The child minder is experienced and qualified and maintains her mandatory training. She has suitable policies and procedures in place. The child minder manages the setting successfully and has built very positive partnerships with parents.

**Well-being****Good**

Children are happy and relaxed at the setting. They are settled and have a strong sense of belonging. They play happily choosing their own toys from the selection available. Children know the routines well which makes them feel comfortable and secure. They are confident communicators as their wants, moods and needs are considered. For example, they approach the child minder to ask for food when they are hungry.

Children's interactions are good. They have positive bonds of affection with the child minder. During mealtimes, children engage with her and respond well to instructions. Throughout their time at the setting, they communicate confidently with the child minder and are happy to chat to visitors.

Children are happy in their play and engage in their own activities or with the child minder. They are interested and excited whilst playing outdoors on the trikes, trampoline and swings. They engage in the play-based activities and concentrate well. For example, they enjoyed playing with the play doh, sharing the colours. They discussed their creations size, colour, and shapes. Children develop good confidence levels and self-esteem.

Children are developing independence skills appropriate to their age and stage of development. For example, older children access the toilet independently. They choose the resources they want and are able to follow their own interests. They respond politely to the meaningful responses they receive from the child minder. They chat happily with us, as visitors to the setting, expressing their enjoyment at the service. They showed great delight in showing us the fairy garden.

## Care and Development

Good

The child minder follows procedures to keep children safe and healthy. She has a good understanding of child protection. The child minder completes regular safeguarding training. The child minder keeps records of incidents and accidents, including times and dates, which parents are informed of and required to sign. She records any administration of medication to a child and permission is obtained before any medication is given. The child minder ensures that first aid resources are available and has an appropriate first aid certificate, which enables her to deal with accidents and minor injuries competently. The child minder encourages healthy eating by providing healthy snacks such as fruit and vegetables, and she details varied and balanced meals on the menu.

The child minder knows the children very well and has positive and close bonds with them. The child minder manages children's behaviour naturally as part of the organised day-to-day activities. For example, as a child tidies up, she gives praise using language such as "well done". The child minder is consistent in her approach to behaviour management using positive language and setting realistic boundaries.

The child minder knows the children very well. She ensures new children settle quickly at the setting. She collects detailed information about the children's needs as well as their likes and dislikes and communicates regularly with parents. She loosely plans activities such as arts and craft, stories as well as fine and gross motor activities to develop children's skills. The child minder has a good knowledge and understanding of child development. She ensures children experience a range of activities based on celebrations. For example, she plans craft activities to learn and celebrate Chinese New Year, Pancake Day and Valentine's Day. Activities include visits to the local area such as the beach and farms. The child minder uses some incidental Welsh with the children and when possible, attends local groups to join in group activities using Welsh. The child minder is aware of children's developmental milestones but does not record them formally.

## Environment

**Good**

The child minder ensures the environment is safe, secure, and well maintained. Security is good. For example, the doors are always locked, and keys are kept away from children's reach. Child locks are fitted on cupboards and drawers and safety gates are available when required. The child minder keeps a record of visitors to the setting. She conducts monthly fire drills and regular checks for fire alarms. Risk assessments are in place to ensure unnecessary risks to children are eliminated as far as possible. The child minder has a food hygiene certificate and completes relevant checks in the kitchen to ensure children's health and safety.

The property is warm and welcoming with a spacious play/lounge area which is well organised. This allows children to move around freely and lead their own play. The child minder ensures children have opportunities to relax or read a book on the large sofa. There is an accessible toilet downstairs and cleaning materials are stored safely. The children have supervised access to the kitchen. The child minder uses the dining area to set up activities for children when more space is required. She provides suitable size tables and chairs for children to eat their meals.

The child minder provides suitable age-appropriate toys and resources. All resources are organised and accessible for the children. For example, children have access to sensory resources, puzzles, and role-play toys. Other toys are stored and rotated to suit the ages and interests of the children present. All resources are of a good quality and well maintained. Multicultural resources are used to stimulate children's knowledge and curiosity about the wider society, promoting equality and facilitating learning about cultural awareness. Children also benefit from transition books available to ensure they settle in their new routines. The outdoor space is used regularly, has a vast range of resources to keep children occupied and helps aid their development.

## Leadership and Management

Good

The child minder organises her setting well. Most of the required policies and procedures are in place. The child minder has a statement of purpose, which meets requirements and public liability insurance is valid. She ensures records about the children are completed, organised, and include contracts and parental consents. Prior to children starting at the setting the child minder collects detailed information forms to support her in getting to know the children. This information is reviewed regularly and used to support her in planning her service to meet the children's needs. The child minder ensures the suitability and maintenance of her vehicle which is used to transport children.

The child minder is qualified and experienced in childcare. The quality-of-care report for the setting is reflective. She is engaged in the self-evaluation and inspection process and is open to feedback in order to develop further. The child minder enjoys her role and is passionate about child development. She develops her knowledge and understanding by attending numerous courses and researching current practice. The child minder is a member of an umbrella organisation and is registered with the Information Commissioner's Office.

The child minder has strong links with the community through regular visits to local children's groups and activities. She collects children from the local schools and has built up a relationship and routine with them over her years as a child minder. The child minder has very strong partnerships with parents and ensures regular communication with them. Individual information such as what children have eaten, is shared with parents at pickup and via private messages. She shares more general information about their activities and visits via a web page. We saw feedback from parents which confirmed that they are very happy with the care provided by the child minder.



### 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
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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)
to record children's developmental milestones and next steps

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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