



Inspection Report

Kathryn Davies

Ammanford

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

23/04/2024

Welsh Government © Crown copyright 2024.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	19 June 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>	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 thoroughly enjoy their time at the child minder's home. They have an extremely strong voice and can make choices about how they spend their time. Children confidently choose toys and activities which interest them from the selection available. They have very positive and affectionate bonds of attachment with the child minder and each other.

The child minder provides a nurturing and caring service and successfully meets children's needs. She manages children's behaviour sensitively. The child minder offers a range of free play opportunities and plans outings and trips to extend children's experiences.

The child minder ensures her home is safe, clean, and well maintained. The premises are welcoming, homely, and well organised. Comprehensive risk assessments are in place. The child minder provides a range of engaging resources, that support children's play and development.

The child minder manages her setting well and provides a child-centred service. Paperwork is extremely well organised and regularly reviewed. The child minder reviews her service annually and is committed to continuous professional development.

Well-being**Excellent**

Children are very happy and relaxed with the child minder. They have an extremely strong voice and make many choices about how they spend their time. For example, children can choose to play in the playroom or at the kitchen table, whilst older children can use the living room to relax after school or play football in the garden. Children are confident communicators, interacting constantly with each other and the child minder. As a result, they can make their wishes known which supports them in their decision making.

Children feel safe and valued. They settle very quickly when they join the setting and form close, positive bonds with the child minder. They benefit from a child minder who knows them very well. Children know the routines of the day which helps them develop a strong sense of belonging. They make strong relationships with each other and begin to play together, as well as alongside each other, from an early age.

Children behave and interact extremely well. They learn to share and take turns and respond well to the child minder when she offers resolutions to minor disagreements. We saw two children play together with an electronic shape sorter; they listened well to the child minder as she encouraged them to take turns putting in their chosen shapes.

Children thoroughly enjoy their play and learning. They confidently choose resources and activities that interest them and have ample opportunities to initiate their own play. All the children loved choosing puzzles to complete and books to look at, some of which are in Welsh. They engage imaginatively in role play, sometimes becoming engrossed on their own and sometimes keenly inviting the child minder into their play. Children join in enthusiastically when the child minder suggests a different activity such as drawing or playing with playdough. They sustain concentration and interest for an appropriate amount of time in line with their age and stage of development. During their play younger children are successfully beginning to name colours, shapes and use numbers and to develop physical control such as when using pencils or running and climbing. They also have excellent opportunities to extend their experiences through trips and outings.

Children develop independence and self-help skills well. They make decisions about what they do, and the oldest children are allowed, with parental permission, to walk the short distance to the child minders from school on their own, crossing the road with the school crossing patrol person. From a young age, children eat independently, they sit together at the table and competently use cutlery. They make attempts to wipe their own hands and faces and to put on and take off their own wellingtons.

Care and Development

Good

The child minder works effectively to keep children safe and healthy and has a range of thorough policies and procedures to support her with this. She understands her responsibility to protect children and has recently updated her training in line with the requirements of the revised National Minimum Standards. The child minder has suitable procedures and organised records in place for accidents, incidents, pre-existing injuries, and any medication administered. We saw good hygiene procedures followed in relation to nappy changing and food preparation. The child minder ensures children wash hands before and after eating. She accurately records the times of children's attendance. The child minder encourages a healthy lifestyle. She provides home cooked healthy snacks and meals and ensures children spend plenty of time in the fresh air both in her garden and on outings.

The child minders interactions with children are positive, demonstrating genuine warmth and kindness. She manages their behaviour well and deals with minor issues sensitively and calmly. As a result, children learn to share, take turns, and get along with each other. The child minder encourages children to be kind, polite and use good manners. She always acts as a good role model.

The child minder successfully meets children's needs. She provides a play-based setting where children can follow their own interests and lead their own play. The child minder supports their play and learning well. For example, through naming colours, animals, or shapes, reading books, encouraging their perseverance with puzzles, or joining in with their role play when invited. We heard the child minder use a good amount of incidental Welsh. The child minder further enhances children's experiences and understanding of the wider world with regular trips out such as to the forest, weekly events at local gardens or visits to other child minders. She ensures older children have freedom to choose how they spend their time after school. The child minder tracks the development of younger children and has highlighted she would like to develop her observation and assessment skills to help her to plan for individual play and learning opportunities. She has not yet considered the Quality Framework for Early Childhood Play, Learning and Care in Wales or the Curriculum for Wales. The child minder has a good Additional Learning Needs (ALN) policy in place and has recently completed an introductory course to ALN provision which will support her should she care for any children with identified or emerging ALN.

Environment

Good

The child minding home is exceptionally clean and well maintained. It is safe and secure with external doors locked and keys inaccessible to children. Safety features such as baby gates and radiator guards are in place as appropriate. The child minder keeps a record of visitors to the premises. She has comprehensive risk assessments in place which she reviews regularly and good safety policies which detail environmental checks. For example, we saw her check the garden for hazards before allowing the children out to play whilst also having a strategy in place to continue to supervise them. The child minder ensures she has an annual gas appliance service and records monthly smoke alarm checks. She carries out and records regular evacuation practises including any issues that arise and her subsequent discussions with children.

The child minder creates an environment that is child friendly and homely. Children have ample space to move around and play. They benefit from a dedicated and appealing playroom which is very well organised. Children use the kitchen for eating and messy play such as painting or playdough. The large kitchen table is also ideal for drawing or playing games. A cosy living room provides a quiet space for younger children to sleep or older children to relax and watch the television after school. There is a large, well-maintained garden accessed from the kitchen. The steps down are steep and there is no handrail, although the child minder has suitable procedures in place to ensure children's safety. The garden provides further good opportunities for children to play and learn across all areas of development through equipment such as a well-resourced mud kitchen, a water cascade/Perspex paint easel, climbing frame and slide. A large grass area has ample space for children to run around or play football whilst a smaller patio area provides space for wheeled toys and a variety of other equipment.

There is an extensive range of good quality resources both inside and outside that are clean, safe, and suitable for the children using them. The child minder makes good use of natural materials and stores and displays resources in open shelves and attractive open baskets which children can access independently. Some resources promote awareness of diversity and cultural differences including the Welsh language. The child minder has a wealth of additional resources; however, a lack of planning can mean these are not always used to support children's next steps in play and learning.

Leadership and Management

Good

The child minder runs a child-centred setting very well. Paperwork is exceptionally well organised, easily accessible, and regularly reviewed. The child minder has a comprehensive range of good policies to support her in the safe and smooth running of her setting. She provides an up-to-date Statement of Purpose that accurately reflects the services offered.

The child minder understands her responsibility to review her practice. She seeks the views of parents and children and uses them to inform an annual Quality of Care review that offers some evaluation of her setting and practice. As a result, the child minder identifies some broad areas she would like to develop.

The child minder is well qualified and ensures she keeps up to date with mandatory training such as paediatric first aid, safeguarding and food hygiene. She is also committed to continuous professional development and undertakes other courses that become available. The child minder ensures she maintains a current Disclosure and Barring Service (DBS) check for herself and most relevant household members. At the time of the inspection the DBS for one household member was more than three years old although the child minder had applied for a new one. The child minder periodically applies for local authority grants which she makes good use of to buy equipment and resources.

The child minder develops strong partnerships with parents. She keeps them well informed about their children and what they do through a variety of methods that include an electronic communication app, photographs, and verbal feedback. She collects all relevant information before children start with her to ensure she can meet their individual needs. We saw many highly complimentary thank you cards and messages of thanks from parents and feedback questionnaires we received all gave excellent feedback.

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
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
-----	--	-----

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	Provide a suitable handrail for the garden steps.
Standard 13 (Child Minder) - Suitable Person	Ensure DBS checks are re-newed in a timely manner.

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)
Consider the Quality Framework for Early Childhood Play, Learning and Care in Wales and the Curriculum for Wales to help develop assessment and planning that supports children's individual play and learning.
Further develop the Quality of Care review to be more evaluative in order to better support the identification of specific areas for development.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 24/06/2024