



## Inspection Report

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**Carmarthen**



**Date Inspection Completed**

02/05/2024

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	21 June 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

### **Summary**

Children are happy and confident. They are settled and have a strong voice. Children have established relationships with one another and the child minder. They follow their own interests through self-led play and are developing independence.

The child minder shows an understanding of her role to keep children safe and healthy. She manages interactions well. The child minder is caring and knows the children very well. She provides some planned activities along with resources that promote children's development and learning.

The environment is mostly safe and secure. Overall, the facilities are clean and appropriately maintained. The child minder ensures children have access to a suitable range of equipment, toys and play materials. We have noted an area of improvement in relation to safety checks carried out on heating equipment.

The child minder runs her service well. She has made improvements following her last inspection. The child minder understands her responsibility to comply with the national minimum standards and regulations. There are strong partnerships in place.

## Well-being

## Good

Children are happy and settled and have formed positive attachments with the child minder and each other. They enjoy their time at the setting. Children play freely with the toys on offer and include the child minder in their play. For example, asking her to join in with role play as they pretend to feed the birds. They also take a book, hand it to the child minder and sit on her lap for her to look at the book with them. Interactions between children are good and they show interest in each other's activities. Children showed great enjoyment as they took turns sliding down the cardboard box. Children are clearly relaxed, comfortable, and content at the setting. Children's behaviour is good.

Children show enjoyment in their play and learning. They have control over how they spend their time and express their needs appropriately. Children have access to toys and resources in a designated playroom within the setting. Children's voice is strong. For example, they get to choose where they sit for snack after school and voice confidently what they want to eat and when they've had enough. All children concentrate well, sustaining interest in things they have chosen to do. For example, when experimenting with pushing vehicles and a ball to travel down the cardboard box. Children choose storybooks for the child minder to read, and they enjoy leading the play, involving the child minder as they imitate sounds of animals in the book.

Children are familiar with their routines and show an appropriate level of independence. For example, they know where to keep their belongings and what toys they are allowed to access independently. They access resources that interest them, and they enjoy playing alone as well as with one another. Older children enjoyed looking at and discussing the life cycle models. Older children can access and use the toilet independently and wash their hands. At lunchtime, children independently attempt to open their packaging, eat their finger foods, and feed themselves with a fork to eat pasta. Older children chatted happily with us expressing their enjoyment at the setting, "*Rwy'n hoffi chwarae a lliwio a bwyta ffrwyth.*" (*I enjoy playing and colouring and eating fruit.*)

## Care and Development

Good

The child minder follows appropriate procedures to keep children safe. Her understanding of child protection and safeguarding is good. She responds well to potential scenarios. The child minder keeps a record of incidents and accidents, including times and dates. The child minder has a good understanding of how to keep children safe and healthy. She implements procedures to meet children's personal care needs, safety, and well-being. For example, she is very responsive in wiping a child's nose and accesses anti-bacterial gel immediately afterwards. However, appropriate personal protective equipment (PPE), for example, the use of an apron, is not used to change children's nappies or for food preparation in accordance with infection prevention and control guidance. The child minder does use one disposable glove whilst changing nappies and she told us two gloves would be used if she was changing a soiled nappy. The child minder ensures young children's hands are wiped clean with individual flannels before and after food. However, older children did not wash their hands prior to snack. The child minder ensures children have access to individual towels in the upstairs toilet, after washing their hands.

The child minder provides snacks for children. However, children bring food from home for lunch, and she ensures packed lunches are stored appropriately. The child minder uses a probe to check the temperature of food prior to serving. The child minder encourages children to drink water at lunchtime and at all times during free play. The child minder has up to date paediatric first aid training, a current food hygiene certificate as well as child protection and safeguarding training.

The child minder knows the children well. She has positive and close bonds with the children. We observed lovely interactions between the child minder and children during the visit, for example younger children sitting on the child minder's lap and then inviting her to sit on their lap, "*Sit on knee*", "*I think I might squash you sweetheart.*" She also thanked the younger children for helping with tidying resources before lunch, "*There's a good boy. Da iawn. Thank you for helping.*" She ensures children are provided with plenty of options and their voice is acknowledged, for example during lunch time, the child minder asked children if they wanted support to peel the banana, "*Can you do it?*" She is also respectful with personal needs "*Okay if I wipe your nose?*" The child minder manages children's behaviour well. She distracts children who want the same resources by explaining sharing and offering another toy to the children to share, "*Do you want another one? They were playing with that.*" The child minder encourages children to be aware of their surroundings by prompting them to be careful and not to run around.

The child minder provides suitable resources to keep children entertained, engaged and happy. During our visit, the child minder promoted language development by discussing animals with the children. The child minder makes a conscious effort to promote the use of the Welsh language and uses a great deal of incidental Welsh. The child minder plans activities, however, does not always keep a written record of these or consider the

development of skills within her planning. The child minder records children's progress using an online programme and shares progress with parents.

**Environment****Adequate**

The home environment is welcoming and has a dedicated playroom for child minding. Children also access the upstairs toilet as well as the kitchen whilst accompanied by the child minder. She ensures young children are unable to access the stairs by means of a safety gate. There is a fenced, grassed lawn area outside for children. However, this was not accessed on the day of the visit due to the weather being unfavourable. The child minder also informed us she is in the process of applying for grants to further develop the outdoor area. Cleaning materials are stored safely and out of reach.

The setting is secure with the external entrances locked at all times. Visitors to the setting are recorded in her daily diary. The child minder completes visual safety checks daily. However, there are inconsistencies in keeping the environment safe, as a recent heating safety check has not been completed. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Appropriate risk assessments are in place and include the premises, activities, and outings. However, regular reviews are not recorded. The child minder conducts regular fire drills which are timed and evaluated. First aid kits are available for both the setting and trips out.

The child minder organises the space to provide sufficient age and stage appropriate resources. Nearly all resources are accessible for the children. For example, children have access to buckets of plastic vehicles, a collection of books and board games. Other toys are stored at higher level. The child minder provides some toys and equipment that promote diversity. All resources are of a good quality and well maintained. The child minder informed us she uses anti-bacterial wipes to clean toys and resources, however, does not keep a record of when toys and resources are deep cleaned. The kitchen table is used for children to complete craft activities and eat their meals.



## Leadership and Management

Good

The child minder organises her setting well. She has considerable experience, has completed all mandatory training and has taken the opportunity to complete additional courses. Improvements have been implemented following the last inspection, and nearly all recommendations have been achieved. The child minder ensures she maintains valid and current Disclosure and Barring Service (DBS) certificates for herself as well as current household members. The child minder keeps accurate registers for children attending. The child minder has current public liability insurance, car insurance and MOT. She is registered with the Information Commissioner's Office (ICO).

The required policies and procedures are available and reflect current practice. These have been reviewed recently. The child minder has a statement of purpose, which is compliant with regulations and national minimum standards. A safeguarding policy is in place and outlines the need to report any concerns which could arise. The child minder has the relevant contracts and information on the individual needs of children. She ensures permissions are mostly in place. However, we did discuss parental permission in relation to sleeping arrangements. Records evidence that adult to child ratios are maintained.

A recent review of the quality of care provided has been undertaken by the child minder, alongside the submission of Self-Assessment of Service Statement (SASS). The report includes views sought by parents and children. The childminder recognises areas she wants to develop. For example, seeking grant funding to develop the outdoor area. The child minder has suitable relationships with other professionals. Most recently with links and support from Flying Start. The child minder promotes positive partnerships with parents. She keeps parents up to date regularly, using verbal communication during drop off or pick up, and through private and group messages. As part of the inspection, we sought feedback via questionnaires. Comments were very positive. Some included comments such as, *"Julia is amazing. She is amazing with children. So glad we found her."*

### 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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25	The provider is non compliant as they have failed to ensure annual safety checks are in place for the heating system.	New
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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 7 - Opportunities for play and learning	Ensure the planning of activities is in place and includes progression of skills and next steps.
Standard 24 - Safety	Ensure risk assessments are reviewed regularly.
Standard 10 - Healthcare	Ensure all children wash their hands prior to food.

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 use of PPE for nappy changing and food prep.
Ensure parents/carers specify or provide permission for sleeping arrangements.
Ensure a record is kept evidencing when resources have been deep cleaned.

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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