



Inspection Report

Bethan Williams

Lampeter

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

01/10/2024

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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	15 January 2018
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>	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 setting. They feel very secure, happy, and comfortable. They play freely, are extremely contented, and happily communicate their needs. 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 atmosphere and meets children's needs successfully. She offers a range of free play opportunities and some planned activities for children to access independently or with support. Interactions between the child minder and children are very good.

The child minder ensures the environment is safe, clean, and well maintained. The premises are welcoming, homely and well organised. Suitable risk assessments and safety checks are mostly all in place. The child minder provides a range of engaging resources, which extend children's play and further their development.

The setting is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. She conducts a thorough quality-of-care review which drives improvement at the setting. The child minder is a well-qualified and experienced childcare practitioner, who seeks areas of continuous development and training.

Well-being

Excellent

Children are very happy, settled and thoroughly enjoy their time at this setting. They have a strong voice and feel comfortable to express themselves. They are confident communicators, chatting and interacting constantly with each other and the child minder. As a result, their wants, moods, and needs are fully considered. They have opportunities to make choices and decisions. For example, they ask the child minder for various child and adult led activities throughout the day.

Children feel safe, happy, and valued. They are very settled and clearly have a strong sense of belonging. They know the routine well and are actively involved in deciding the structure of the day. For example, children decide to play in the outdoor building following their morning activities. They form strong relationships with each other, learning to share toys. They are clearly cared for by a nurturing child minder who knows them very well. Children display positive emotional bonds of attachment with the child minder and seek out reassurance when needed. They feel a sense of achievement and pride in what they do. For example, children accomplished independent activities such as threading and counting beads and this was celebrated and praised by the child minder.

Interactions between children and the child minder are consistently positive. Children cooperate well and are actively engaged and interested in their play and the routines of the day. Children are treated with respect and the child minder takes their views into account. For example, she asks children if they are ready for their lunch and if they would prefer to stay in or go outdoors. Children interact very successfully, co-operating and learning to share with each other. They listen to instructions from the child minder. For example, when she encourages them to help put the resources away after free play, they respond happily.

Children confidently choose activities that interest them. They thoroughly enjoy their play and learning. For example, children were enthusiastic when playing a sound matching game. They sustained focus and interest for a period of time appropriate to their age and stage of development. They have freedom to safely explore their indoor environment. Children have ample opportunities to initiate their own play and to influence their activities. They freely choose toys from the resources available. For example, they excitedly brought a range of resources to show us and demonstrated how they all worked. Children attentively made toast and tea and served us with a big smile.

Children are well supported and encouraged in developing their independence. For example, all children independently brush their teeth and competently wash their hands with some support from the child minder. Children sit nicely at mealtimes, and most are competent in their use of cutlery and independently feed themselves. Children are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and raises their self-esteem.

Care and Development

Good

The child minder keeps children safe and healthy. She ensures children have plenty of outdoor and physical play during the week. Children bring their own packed lunch and the child minder provides a range of healthy snacks and drinks. The child minder supports children to wash their hands before eating at the table. She is confident about her responsibilities to protect children. The child minder responded well to safeguarding scenarios and understands the procedures well. Mandatory training is regularly updated. The child minder has completed timely paediatric first aid, food hygiene and safeguarding training. She has effective systems in place to record accidents and medication authorisation and administration. The child minder ensures there are effective hygiene practices are in place, with regular cleaning routines followed. For example, the nappy changing equipment is cleaned after each use and the table is cleaned before mealtimes.

Interactions between the child minder and the children are very good. There is a positive relationship between her and the children. She manages children's behaviour and individual needs very well. She encourages children to share and to be kind. The child minder praises good behaviour and promotes their self-esteem well. The child minder also praises their achievements when painting, role playing and for good listening during storytelling. The child minder enhances the children's play by introducing interesting resources, new vocabulary and role modelling good manners. For example, there were a number of occasions where children gave an instruction copying the child minder's language and gentle tone. Interactions are positive demonstrating respect, warmth and kindness. This is a real strength of the child minder and her setting is like a 'home from home' for the children.

The child minder provides a nurturing and caring atmosphere and gives responsive care. The child minder currently provides parents with photographic evidence on a daily basis and verbally shares routines and achievements when children are collected. She is aware of the children's individual development and is reviewing how progress is tracked and shared with parents. The child minder is eager to attend relevant training to further develop her understanding of effective methods of planning for children's next steps and individual interests. The child minder provides the active offer and fully immerses children with books and toys which promote both the Welsh language and culture.

Environment

Good

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. She uses a visitors' book to sign people in and out of the premises and identification badges are checked on arrival at the setting. The child minder provides a

homely and spacious environment. She has developed appropriate risk assessments for the environment, which are reviewed regularly. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. The child minder practises regular fire drills, so children are familiar with this routine. However, fire risk assessments and records did not include all relevant information and require some additional work.

The premises are welcoming, well organised, and homely. Children benefit from a large living room full of resources and an outdoor building which also has a range of resources. There is low-level, accessible storage which children can easily access. Children have ample floor space to play as they move between the living room and the kitchen. Children can easily access a downstairs bathroom which is clean and child friendly. The child minder's outdoor play space is extremely well maintained and organised and she uses this often. She also provides a wide range of engaging resources outside, which extend children's play and physical development.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The layout and design of the living room and general environment promotes children's independence well. The child minder makes sure children have access to a range of equipment that suit their age and stage of development. She provides a range of resources for the children, including creative, role play, language, and small world resources. The child minder ensures there are plenty of toys to keep the children's interest. She offers resources such as books and dolls that promote an awareness of different cultures and diversity, which are embedded in everyday play.

Leadership and Management

Good

The child minder runs the setting well. She provides a detailed statement of purpose which has been updated during the course of inspection, and this meets regulatory requirements and the national minimum standards. There is an accurate record of the children's attendance with dates and times. The child minder has requested various permissions from parents and carers. She ensures policies and procedures are regularly updated and the Additional Learning Needs (ALN) and safeguarding policies were reviewed during the course of the inspection.

The child minder reviews and reflects upon her service and produces a purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The child minder engages positively with Care Inspectorate Wales (CIW), acting swiftly on recommendations in relation to her service.

The child minder is suitably qualified and has a clear vision for her service. She has records of DBS checks and relevant mandatory training and has developed a system which tracks when each one is due to be renewed. There is valid public liability insurance in place as well as car insurance for business use.

The child minder promotes positive partnerships with parents. The child minder relays messages, photographs and information to parents daily. She shares policies and procedures with parents when their children start at the setting, and these are all signed and dated. As part of the inspection process, we gained the views of some parents and they confirmed they were very happy with the care given. Some parents described the setting as the best standard of care while others spoke of the love and care the child minder shows their children. The child minder makes good use of her local community and environment, engaging in interesting and stimulating trips, which benefit the children's development and learning. For example, they go on frequent nature walks to the woodlands and parks and often visit the library, leisure centre and local café.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	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	To review fire risk assessments and records .
Standard 4 - Meeting individual needs	To attend relevant training and further develop an understanding of planning to inform children's next steps and individual interests.

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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