



## Inspection Report

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**Llandysul**



**Date Inspection Completed**

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## About the service

|   |   |
|---|---|
| Type of care provided                                 | Child Minder  |
| Registered places                                     | 7   |
| Language of the service                               | Welsh   |
| Previous Care Inspectorate Wales inspection           | 23 May 2018   |
| Is this a Flying Start service?                       | No  |
| Does this service promote Welsh language and culture? | This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture. |

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

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

### **Summary**

Children are comfortable, confident, and content in the child minder's care. They know they are listened to, and they develop positive relationships with the child minder and others. They have positive opportunities to develop their individual skills, through self-directed play activities.

Overall, the child minder follows good procedures to keep children safe and healthy. She interacts with children with genuine warmth and plans the care well to meet children's individual needs. The child minder is passionate about her role in supporting children's development.

The child minder ensures the property is warm, welcoming and comfortable. She uses appropriate systems to ensure the environment is safe and secure. The child minder ensures children have access to a wide range of good quality resources suitable for their ages and stages of development.

Leadership and management at the service is appropriate. The child minder is organised and has a good vision for the setting. She is committed to providing policies and procedures that enable good care for children. The child minder has a satisfactory understanding of the National Minimum Standards and Regulations. She ensures mandatory training is in place and is committed to ongoing improvement.

## Well-being

Good

Children are confident communicators because their wants, needs and moods are considered consistently. They are able to choose their play activities and are given plenty of time to make decisions. For example, one child wanted to relax for a period before taking part in any play activity and this was acknowledged. They confidently voice their preferences and wants, verbally and non-verbally and they receive a consistently positive response. They know the child minder will listen to them when they point to what they want or ask questions with their developing communication skills.

Children have a strong voice. They make choices and their decisions are listened to. For example, during lunch time children clearly voiced when they had enough to eat. They know their choices are respected by the child minder and their preferences are considered. They are happy to approach the child minder for support in their play. For example, a child asked for help from the child minder to place the jigsaw pieces in the book.

Children's interactions are good. One child was sympathetic to another after a child fell on the floor. They co-operate whilst taking part in activities, for example helping each other with the placement of jigsaw pieces. Children show some interest in their play and learning, for example counting the number of cars as they play. Children have positive bonds of affection with the child minder, moving closely to her on the sofa and lifting their arms for a cuddle. During free play, children engage with the child minder confidently, for example instructing the child minder to dress the doll for them. Children experience appropriate play and learning opportunities that promote their all-round development and enable them to confidently follow their own interests. We viewed photographs evidencing activities promoting sensory play, craft activities, cooking activities, walks in the local area, as well as visits to local soft play centres.

Children develop good confidence levels and self-esteem. A young child confidently returned his bowl to the kitchen sink after eating their lunch and was praised for doing so. Children are very aware of the daily routines, for example they access the bathroom to wash their hands before lunch. Children are developing good independence skills, collecting resources independently from the playroom, carrying their own chair and placing it in the play area of their choice, feeding themselves as well as wiping their own hands and faces after finishing food. They welcome assistance from the child minder when necessary.

The child minder's interactions with children are positive and caring, we heard her say, '*Good girl yn helpu.*' She celebrates children's achievements. The child minder is a good role model and encourages positive communication and sharing between children. For example, she encouraged children to share the dolls and provided an additional pushchair for children wanting the same toy pushchair.

Overall, the child minder follows appropriate procedures to keep children safe and healthy. She has current paediatric first aid training, food hygiene and child protection training in place. The child minder follows appropriate hygiene procedures, ensuring that all surfaces are sanitised before mealtimes, and she washes her hands before preparing food for children. She ensures all children have washed their hands before eating. Parents provide food for children and the child minder ensures food is stored appropriately. There is a policy and procedure for nappy changing, and the child minder ensures each child has their own individual changing mat as a base layer on top of the main changing mat. However, the child minder did not use PPE for nappy changing and the main nappy changing mat used as a base was not sanitised between changes. The child minder did inform us she has PPE readily available for use when changing heavily soiled nappies.

The child minder has good knowledge and understanding of safeguarding and child protection procedures. She answered potential scenarios effectively and fully understands her responsibility to protect and meet the welfare needs of children. Accidents, incidents and medication are recorded and signed by both child minder and parents or carers. We discussed the recording of existing injuries with the child minder, and she informed us these would be recorded if they arose. The child minder has a good awareness of children's dietary needs, intolerances and preferences and acts upon these accordingly. She ensures children have access to drinking water throughout their time at the setting. During the visit, the child minder used the microwave to warm a child's milk bottle, as per parental request, and the child was fed whilst strapped into a pushchair. We discussed National Minimum Standard requirements in relation to this. She ensures children have regular access to the outdoors, however they did not access the outdoor area during the inspection visit.

The child minder promotes children's play, learning and development sufficiently. She keeps a basic written record of children's development; however, she does not keep a written plan of activities according to their stages of development. She promotes 'free play' and 'in the moment play' where she takes into account children's ideas for crafts, baking opportunities and preferences for seasonal themes and toys. Some activities include baking and decorating biscuits and seasonal craft activities. The child minder promotes the Welsh language throughout the day through conversation, singing and resources such as books.

**Environment****Good**

The child minder uses appropriate systems to ensure the environment is clean, safe and secure. She ensures the doors are locked during child minding hours, and the downstairs area is only accessible to children. The child minder told us she carries out a daily visual check before the children arrive. She ensures environmental risk assessments are in place which are regularly reviewed, however there was no risk assessment in place for the pet dog as well as for school runs and outings. This was actioned immediately following the visit and we were provided a copy of risk assessments evidencing that any risks are eliminated as far as possible. During the inspection, the dog at the setting was kept separate to the children, and the child minder confirmed that immunisations are updated and recorded. The child minder ensures maintenance checks for the household are regularly conducted and recorded. There is a record of fire safety checks and fire drills, however current fire drill records do not include the time of the actual fire drill. The child minder keeps a record of visitors to the setting. All areas accessible to the children are free from harmful chemicals, cleaning substances and dog bowls.

The child minder ensures the property is warm, comfortable and welcoming for children. The play and dining area is a place that children can relax, eat and socialise. There are various boxes of resources accessible at low and high level. There is a toileting area located downstairs, with liquid soap, paper towels, potties, and a step to assist children with accessing the sink. The kitchen area is accessible to children during food time; however, children are suitably supervised as the kitchen is next to the children's play and learning area. The inside area is spacious, and suitable tables and chairs are available for tabletop activities and dining opportunities for the ages of children present. The patio in the outdoor space at the rear of the property is used during child minding, providing access to a mud kitchen, ride on toys as well as other play resources. The top tier of the garden is currently being further developed.

The child minder organises the resources well. There are a range of good quality resources for children. For example, there are small world toys, puzzles, kitchen role play resources, books, crafts and construction toys. The child minder ensures all toys and resources are clean and in good condition. However, she does not currently keep a written record of when toys and resources are cleaned and sterilised. The child minder does have some resources that promote knowledge and understanding of different cultures and diversity.

**Leadership and Management****Adequate**

The child minder is organised and has a good understanding of her responsibilities to provide effective and good care for children. She ensures most permissions are in place for

children attending the service, however there was no permission for interactions with the dog. This was rectified immediately following the visit. The child minder has a range of policies and procedures, which include the most recent guidance. Following the visit, we were provided with an updated operational plan, policy and procedure for The Prevent Duty, an updated statement of purpose including information on routines and facilities and an updated policy for additional needs. The child minder has a valid Disclosure Barring Service (DBS) check for herself, however one household member does not have current checks in place or appear as named persons on the child minder's service record. This is noted as an area for improvement. The child minder has taken immediate action in relation to this and provided evidence in relation to ongoing DBS checks. Public liability insurance is valid as well as car insurance. Records showing children's attendance is successfully recorded.

The child minder has written an informative quality of care review for the setting. She seeks feedback from parents and children to develop the future running of the setting. The child minder is an experienced childcare practitioner who ensures mandatory training is embedded. The child minder sometimes accesses additional training to improve and develop her own professional development goals.

Partnerships are good. The child minder ensures children are taken on visits to the local area, including soft play centres. She also undertakes school drop offs and pickups from the local school. She engages with parents verbally as well as completing a written daily record for each child. We did not receive any parental feedback as part of the inspection process.



### 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 |
|------------|---------|--------|
|------------|---------|--------|

|    |  |     |
|----|--|-----|
| 20 | The provider has failed to ensure a DBS check has been undertaken for a household member aged 18 years and has not added the person as a service person to the record. | New |
|----|--|-----|

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 12 - Food and drink                     | Ensure children are held when being bottle fed.                               |
| Standard 7 - Opportunities for play and learning | Ensure the planning of activities is in place to further promote development. |

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)   |
| Ensure opportunities and resources are provided to further enhance children's understanding of multi culturalism and diversity. |
| Ensure good hygiene practice within nappy changing and food preparation through the use of PPE.                                 |
| Ensure milk bottles are heated safely and food temperatures checked before serving.   |
| Ensure a written record is kept of when toys and resources are cleaned and sterilised.  |
| Ensure fire drill records include sufficient detail.  |

| 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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