



Inspection Report

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Llanelli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

10/06/2024

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	2 August 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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children feel safe, happy, and relaxed. Nearly all are confident and have a good voice. Children's interactions with each other and with the child minder are good. They enjoy their play opportunities. Children are beginning to develop independence skills.

The child minder keeps children safe and adequately healthy. However, some policies and procedures are in need of updating to reflect current guidance. She interacts with children with genuine warmth and care. Overall, the child minder caters for the needs of individual children, and she knows their likes and dislikes well.

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

Leadership and management of the service is appropriate. The child minder is organised, and has a good vision for the setting. She has a satisfactory range of policies and procedures for the setting. Overall, the child minder has a satisfactory understanding of the National Minimum Standards and Regulations. She ensures mandatory training is completed.

Well-being

Good

Children have a good voice and some express themselves well, for example during snack time a child stated confidently, *'More water'* and this was acknowledged. They play freely and make choices about the toys and activities they play with from the small selection available. For example, children enjoy choosing, naming, and placing the animals on the mat.

Children feel safe, happy, and valued. They are very settled and clearly have a strong sense of belonging. Children know the setting's routines well. For example, children make their way to the dining table when it is snack and lunchtime. They form good relationships with each other, learning to share toys with some support. They are clearly cared for by a child minder who knows them very well. There are obvious bonds of affection and attachment as children cuddle the child minder during lunch time. Children's decisions and preferences are considered. One child shouted *'colour'* during the play dough activity and the child minder acknowledged this by offering a different coloured play dough.

Children interact positively, co-operating and learning to share with each other. Whilst playing with the doll's house, we heard children ask one another, *'What have you got?'* Children enjoy the block building activity, they engage well, smile and name some colours. We also saw children cuddling each other in the playroom. Children show some interest in their play and learning, however the activities and resources on offer are limited. They sustain their play for an age-appropriate length of time.

Children are developing their independence appropriately, enabling them to do things for themselves. We saw children help tidy the colouring pencils, placing them in the pencil case with very little support. They access their own drinks during snack and lunchtime and nearly all feed themselves independently. Older children are encouraged to wipe their own faces following food. Children assist with the tidying of resources.

Care and Development

Adequate

The child minder's interactions with children are positive and caring. We heard her say, *'Waw, such a big boy.'* She celebrates children's achievements and is a good role model. The child minder encourages positive communication and sharing between children. For example, she encouraged children to take turns as they tidy and place the colouring pencils in the pencil case, *'Share, both of you put them in.'*

Overall, the child minder follows appropriate procedures to keep children safe and adequately healthy. She supervises children closely as they play and gives safety reminders, *'don't put too much in your mouth or you'll choke.'* The child minder has current paediatric first aid training, food hygiene and child protection training in place. The child minder's understanding of safeguarding and child protection procedures is appropriate, and she knows who to contact if there is a child welfare concern. The child minder follows good hygiene procedures within the environment, ensuring areas are immaculately clean. She ensures cleaning records are completed on a daily basis.

The child minder manages some hygiene practices sufficiently; however she does not always ensure hand washing is undertaken at appropriate times, for example before morning snack. Some children were encouraged to wash their hands before lunch. The child minder provides wet wipes following food for children to wipe their hands and face. Parents provide food for children and the child minder ensures food is stored appropriately. Nappy changing is carried out on the bathroom floor; therefore, privacy and dignity is respected. The child minder uses disposable gloves and sanitises the changing mat between changes, however the procedure was discussed in relation to good practice guidance. During the inspection visit, there was no nappy changing policy and procedure available. The child minder rectified this immediately following the visit and provided CIW with a copy of the nappy changing policy and procedure.

The child minder's interactions with children are positive and caring. She knows the children well and meets their needs and preferences relatively well. She recognises children's interests and acts upon these positively. For example, she knew the children enjoyed placing the felt animals on the play mat as well as discussing the animals and their sounds. The child minder manages children's behaviours appropriately. She uses distraction techniques when children want the same play resources and offers a different toy for them to play. The child minder uses positive encouragement through praise, sensitivity and understanding, *'we're all friends. No need to hit each other.'* The child minder promotes the Welsh language throughout the day through conversation, singing and resources such as books.

The child minder shares information on children's progress with parents verbally and by messages written in the daily diary as well as through a messaging app. There are currently no records of children's progress and no planning of activities. She encourages free play,

however the range of resources freely available and accessible to the children are limited. Activities offered are not always suitable for the age range present, for example colouring ready made pictures with thin pencils.

Environment

Good

The child minder ensures the environment is safe, immaculately clean, and well maintained indoors and outdoors. The child minder keeps the front entrance door locked and maintains a record of visitors to the premises. The outdoor area includes a patio area. Basic risk assessments are in place, however these have not been recently reviewed. There was no risk assessment in place for the plastic play structure outdoors. This was rectified immediately following the visit and a copy was sent to CIW. She practises fire drills at suitable intervals, and these are recorded.

The premises is welcoming and accessible to all. Children benefit from a dedicated playroom which is homely and bright. Within the main playroom, there are low-level furniture and storage drawers containing toys and resources with floor space to play. Children can request further resources from the cupboard. Children can easily access a downstairs bathroom which is clean, well maintained and child friendly. There are areas for children to relax as well as opportunities for children to socialise and eat together at the dining table. The childminder did not use the outdoor play space on the day of the visit. The outdoor area comprises of a plastic climbing structure with a slide, plastic see-saws, playhouse, picnic bench and ride on toys.

Inside, the child minder encourages children to explore an adequate range of toys and play equipment made available to them, for example building blocks, some sensory toys, colouring pencils, pictures to colour, jigsaws, play dough, plastic dolls house and a play kitchen. The child minder told us she regularly refreshes and renews the resources in line with what children enjoy and according to children's age. She makes sure the children have access to a small range of equipment that mostly suit their age and stage of development. The child minder has limited resources to promote the understanding of diversity and cultures. She told us she offers some multi-cultural activities, for example they create lanterns whilst learning about Chinese New Year.

Leadership and Management

Good

The child minder has an appropriate understanding of her role and regulatory responsibilities. There is a statement of purpose which is compliant with regulation and has been updated during the course of inspection to reflect the current setting. The child minder agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as emergency first aid and activities. Records of children attending the setting are accurate, and ratios are fulfilled. Public liability insurance is valid. Records showing children's attendance is successfully recorded.

The child minder has a satisfactory range of policies and procedures for the setting, however these are not regularly reviewed. Following the visit, the child protection policy was updated to include information on The Prevent Duty. The additional learning needs policy (ALN) does not reflect current guidance. The child minder's Disclosure and Barring Service (DBS) check is valid.

There are suitable arrangements in place to establish and maintain a system for monitoring, reviewing, and improving the quality of care given to children. A recent quality of care report is available, however the views of children and parents are not actively included. The child minder gathers parents' views via questionnaires. The child minder told us the partnerships with parents are good. Feedback from parents reflects positively with parents sharing how happy and content their children are at the setting, and how comfortable they feel leaving their children with the child minder.

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
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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)
Standard 7 - Opportunities for play and learning	Ensure children have access to a range of resources that promote curiosity, imagination and sensory play.
Standard 18 - Quality assurance	Ensure policies, procedures and risk assessments evidence regular review.
Standard 4 - Meeting individual needs	Further develop your understanding of the Additional Learning Needs Code for Wales.
Standard 18 - Quality assurance	Further develop the quality of care review by including children's and parents views.
Standard 23 - Equipment	Provide opportunities that promote multi culturalism and diversity.
Standard 10 - Healthcare	Ensure hygiene practices are improved in relation to hand washing and nappy changing.
Standard 7 - Opportunities for play and learning	Ensure activities are age appropriate and planned in line with stage of children's development.
Standard 7 - Opportunities for play and learning	Ensure children's development is recorded and monitored.

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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