



Inspection Report

Nia Rees

Llandysul

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

01/07/2024

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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	This is a post registration inspection
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>	Good
<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 feel very secure, happy, and comfortable with the child minder. They play freely, are contented, and confidently communicate their needs. Children choose toys and activities which interest them from the good selection available. They have opportunities to develop their independence and are supported and encouraged to do so.

The child minder keeps children safe and healthy. Interactions between the child minder and children are very good. 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 with support.

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 in place. The child minder provides a good 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. The child minder conducts a thorough quality-of-care review which drives improvement at the setting. She is well-qualified and consistently seeks areas of continuous development and training.

Well-being

Good

Children are happy, comfortable and thoroughly enjoy their time at this setting. They have a strong voice and feel comfortable to express themselves. Children have opportunities to make choices and decisions. They feel their needs are appreciated and are comforted with reassurance and affection when needed. For example, a child was given cuddles when we arrived and with time and attention from the child minder, they became more confident in our presence.

Children feel safe, happy, and valued. They positively engage with the child minder, receiving nurturing and appropriate responses. Consequently, they are very settled, relaxed and feel quite at home. Children display positive emotional bonds with the child minder and are completely at ease with her. They confidently seek reassurance and comfort from the child minder when they become upset. Children know the routines well. For example, before their walk, they find their own shoes and sit on the small chairs by the door to put them on with support. Children are active and express enjoyment in their play and activities.

Interactions between children and the child minder are consistently good. 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, children are given a choice of activities whilst they wait for their lunch, one child did not want the reading books but instead pointed to the crayons, their requests are listened to.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, children engaged enthusiastically during storytelling. They sustained interest and displayed enjoyment, by joining in with the story. Children have many opportunities to initiate their own play. For example, children enjoy playing imaginatively in the kitchen and serving up food for their guests. They are supported to make choices and the child minder plays along with them.

Children are well supported and encouraged in developing their independence. For example, they confidently choose activities and access the resources independently, they wash their hands and face before eating and find their shoes before going for a walk. Children are actively encouraged to participate in the decision-making process with regard to how they spend their time at the setting. This encourages children's independence and also raises their self-esteem.

Care and Development

Good

The child minder has a range of policies, which promote children's safety and well-being. She has procedures in place to safeguard children, and she appropriately and confidently answers child protection scenarios. The child minder promotes children's health successfully. She holds a current first aid certificate and there are organised systems in place to record accidents, incidents and medication administration. The child minder also has a current food hygiene certificate and ensures all food safety guidelines are followed when preparing food. Effective hygiene practices are in place, with regular cleaning routines followed. Nappy changing procedures are appropriately adhered to. Safe working practices are implemented when the child minder and children go out for walks.

The child minder has an effective behaviour management policy in place which details a positive strategy in relation to behaviour. She implements the strategies outlined in the policy consistently, praising children for their achievements. We heard her encourage and positively respond to children throughout our visit. The child minder effectively uses age appropriate distraction techniques with the children in her care. She models the language associated with good manners and acts as a good role model at all times. The child minder engages successfully with children, whilst promoting their learning and particularly their self-esteem. Interactions are consistently positive demonstrating respect, warmth and kindness.

The child minder is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. The child minder keeps developmental records for every child and their next steps are recorded and displayed in the playroom. She involves children in a variety of activities and follows the multicultural events calendar. She plans learning opportunities with real life objects from various countries from around the world. The child minder fully immerses the children in the Welsh language and provides Welsh resources, books and songs for the children to enjoy.

Environment

Good

The child minder ensures the indoor environment is safe, clean, and well maintained indoors. The child minder keeps a record of the visitors to the setting. The premises is safe and secure, and the front door is locked once the children have arrived. The outdoor area, which has been out of bounds due to development work, is nearing completion. The child minder is now planning on including the area in her statement of purpose. However, she will need to ensure the environment is safe and suitable before it can be accessed by the children. The child minder practises regular fire drills, so children are familiar with this routine. Safety checks are completed on smoke detectors. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are comprehensive risk assessments in place to support safety. However, risk assessments for outdoor activities have yet to be completed.

The premises are welcoming, well organised, and accessible to all. Children benefit from two dedicated playrooms which are homely and bright. Within the main playroom, low-level furniture and accessible storage containing toys and resources promote children's independence. The downstairs toilet is easily accessible for toilet training and the additional playroom is used for changing nappies whilst maintaining supervision. The child minder has small chairs and a dedicated space in the hall for children to put on their shoes and to safely store the large push chair.

Indoors, the child minder ensures the children have access to a good range of toys and play equipment. Toys and resources are stored appropriately and some of the larger pieces of furniture were risk assessed during the course of the inspection. The layout and design of the environment promotes children's independence. For example, children can access toys and resources themselves or ask the child minder to pull out what they want. Resources are clearly labelled in Welsh with pictures to support the younger children. The child minder ensures the play environment is homely and nurturing, providing some interesting activities and play equipment. Evidence of a variety of these indoor activities and outings are recorded in the setting's photograph journal.

Leadership and Management

Good

The child minder runs her setting well. She is very organised and keeps all the required records to a good standard. A statement of purpose is in place which provides an accurate reflection of the service provided. The child minder has a range of accessible and beneficial policies in place, which are regularly reviewed and updated accordingly. She is also registered with a professional association for childcare and early years. There is a record of the children's attendance with dates and times and she has requested various permissions from parents and carers. The child minder is registered with the Information Commissioner's Office (ICO) and there is current public liability in place.

The child minder is suitably qualified and has a clear vision for the future running of her setting. She has a strong culture of continuous professional development. However, she has yet to attend Curriculum for Wales training to strengthen her knowledge and understanding of planning in line with current practice.

The child minder reviews and reflects upon her setting 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), notifying us of any changes to her setting.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal and private messaging. In addition to this, each child in her care receives a personal daily diary. The entries are recorded in a keepsake book with photographs and milestone moments for families to treasure when they leave the setting and start school. 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, visiting a local farm, the nearby park and play barn. She also networks with other local child minders, where they share good practice, communicate ideas and plan annual events for the children.

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 24 - Safety	To ensure risk assessments are in place for all activities.

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)
To develop the outdoor environment to provide quality play and learning experiences.
To attend relevant training to support planning and assessment in line with current practice.

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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