



Inspection Report

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Llandudno

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

17/07/2024

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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 the first inspection since the child minder moved house.
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 are happy and form warm relationships with the child minder and each other. They enjoy their time at the setting and are confident to let the child minder know what they want to do. Children have a good range of play and learning experiences and have opportunities to choose and are developing their independence well.

The child minder understands her role in keeping children safe and healthy. She provides safe and nurturing care. The child minder manages interactions well and supports individual children in a warm and highly positive way. The child minder is relaxed, kind and friendly and knows the children and their individual needs very well. She provides a good range of activities which children enjoy and promotes their learning and development.

The environment is welcoming and gives children a light and bright area to play. The child minder provides a good range of natural resources and experiences which are effective in developing children's social, physical and creative skills as well as providing good learning opportunities. She ensures hazards and risks are monitored and managed effectively and makes good use of the local area to provide further enriching experiences.

The child minder is experienced and highly qualified. She has a clear vision for her service, placing children's wellbeing at the centre of all she does. The child minder manages her provision well and understands her regulatory responsibilities. Documents are clear, well organised and easy to find, and suitability checks are kept up to date. Parents are well informed about their children's development and the child minder has built very positive partnerships with parents.

Well-being

Good

Children move confidently around the resources and activities freely and can choose for themselves as everything is stored within their reach. They are happy to follow their own interests and to express what they want to do. For example, by smiling and pointing and using sounds and words they know as well as facial expressions. Children are happy as the child minder shows great interest in what they say, and when a child gestures that they were tired the child minder was quick to settle them to sleep.

Children are happy, settled and enjoy attending the setting. They have close attachments with the child minder and develop warm relationships. They develop a strong sense of belonging and are confident to chatter. Children are happy to approach the child minder for comfort and react well to positive words of encouragement and praise which quickly sort any small disagreements. They settle straight to play or to have a cuddle with the child minder. They are relaxed in the child minder's care, and we saw children smile and laugh with the child minder as they played.

Children are confident as the daily routine is familiar. This ensures they feel secure as they know what is going to happen next, such as lunch when they indicate they are hungry. They play happily alongside each other in the ball pool and even very young children are starting to learn the meaning of taking turns. They are affectionate towards the child minder and her family and co-operate well. For example, helping to tidy toys before lunch. They try to be helpful and enjoy sharing a cuddle with the baby. Children enjoy quieter times too, relaxing in the lounge looking out of the large floor to ceiling window watching the world go by.

Children are motivated and engaged in their play and learning. They enjoy the activities and resources available to them. For example, we saw children smile and laugh enthusiastically when the dog wagged his tail and tickled them. Children are confident and proudly showed their bag which had safety reins attached. Even just showing them to us created great excitement and 'jumping on the spot'!

Children have good opportunities to develop their independence skills. For example, during snack and mealtimes confidently helping to feed themselves. Children have a good range of play and learning experiences and develop new skills well. They enjoy plenty of outdoor play in local parks. They have good opportunities to develop physically and socially as they walk daily to the local school. The children develop both their language skills hearing the child minder using simple words and phrases.

Care and Development

Good

The child minder has a good understanding of her role and responsibility to keep children safe. She has a clear understanding of safeguarding issues and knows how to keep children safe. She has up to date mandatory training including safeguarding, paediatric first aid and food hygiene. The child minder has a good knowledge of children's allergies, dietary requirements, and medical needs. She keeps accurate registers of children's attendance including who has dropped off and picked up the children. There are appropriate contracts and child record forms in place for children including permissions from parents for suncream, pets, access to ICT and large play equipment.

The child minder has built positive relationships with the children. The care is relaxed, and child led, ensuring children's emotional well-being is nurtured. The child minder interacts with warmth and kindness, giving plenty of praise for small achievements. She deals with any difficulties calmly and fairly. For example, the child minder shows younger children how to include a smaller friend in their play but if this does not work, distraction is highly effective and clear, simple explanations help children understand.

The child minder is knowledgeable about children's development which she records in her diary and successfully meets their needs. She follows children's individual routines and preferences and parents receive a good level of detail about their child's day including photographs and a video through an app. The child minder plans stimulating activities and play experiences within the locality that the children enjoy and which link to seasons, special occasions and places of interest. She ensures children are busy and respects all their choices, interests and requests. The child minder makes the most of every learning opportunity.

Environment

Good

The child minder ensures the premises are safe and meet the needs of the children. The front door and utility room are kept locked and visitors to the setting are recorded. The child minder makes sure equipment is safe and the environment and toys are clean, well maintained and age appropriate. Risk assessments identify and manage any hazards, however those for places visited are general and do not contain sufficient detail. The child minder completes visual safety checks daily as there is work being carried out in the house. The child minder is aware of her responsibilities and supervises children well during their activities. Documentation is in place ready for the child minder to carry out a fire drill in her new house, so children know how to evacuate in an emergency.

The home environment is warm, comfortable, and clean. It is attractively organised and provides children with a light and bright area to play. They benefit from a calm atmosphere, allowing them to relax as well as play and learn. Children have access to the large lounge, with baskets of good quality resources stored within easy reach so even the youngest children can help themselves. There is a comfy sofa for relaxing, looking at books and listening to a story about a caterpillar. The dining room is used for eating, playing, and art and craft activities. There is access to the garden area, however, the child minder is currently not using this space as there is building work being carried out. The child minder ensures the space is welcoming and the layout promotes children's independence well and provides good opportunities for children to develop a range of skills.

The child minder provides a wide range of good quality toys as well as loose parts such as wooden curtain rings. Resources are well-organised, and many are accessible to the children. There is plenty of storage and toys and resources are rotated regularly to keep the interest of the children. However, if the children enjoy playing with a particular toy, then this is left out for them. A play kitchen and small world toys ensure children can follow their ideas and create imaginative play. The child minder provides spaces such as a tee pee where children can snuggle. There are a variety of materials including plastic and natural objects which give the children the opportunity to work with different textures and surfaces. The child minder provides a space for children to hang their coats and bags and put their shoes which creates a sense of belonging. The child minder also takes children out daily to a variety of places of interest including local toddler groups, parks, and the promenade so they can learn more about the world around them and have fun.

Leadership and Management

Good

The child minder runs her service in a professional way and has a clear vision for her setting. She has created a welcoming 'home from home' environment and is committed to supporting high levels of wellbeing and good outcomes for the children she cares for. The child minder organises her setting well. Records are clear and well organised, with information and documents easy to find. The required policies, procedures and risk assessments are in place, which are reviewed every year. The child minder has written a statement of purpose, providing parents with information about what the setting offers. The child minder is a member of a childminding support organisation. She finds this useful to keep up to date with information about her business and utilises some of the documentation the organisation provides.

The child minder is committed to improving the services she provides. She reflects on her practice and is aware of her strengths and has planned areas for improvement such as making more use of church groups and Ti a Fi. She completes an annual quality of care review of her setting and is proactive in making improvements and the child minder confirmed best practice recommendations from the inspection had been actioned showing the child minder wants to provide the best possible care for the children and their families.

The child minder is well-qualified to level 5 and experienced in child development and committed to her own continued professional development. She has regularly undertaken additional training to further increase her skills and knowledge such as staying safe on line, digital competence, target setting and breaking down barriers to learning. The child minder's Disclosure and Barring Service check (DBS) is up to date. She has a system to ensure that relevant people living on the premises have current DBS checks and are part of the update system.

The child minder has very strong partnerships with parents and the child minder keeps parents informed about their children through an app and has created a slide show for parents of the children's learning journey. There are links with other child minders, and they often get together with their children which allows for socialisation and plenty of fun. This also provides opportunities to share best practice ideas. The child minder regularly takes children on walks, to pick up siblings from school and local areas of interest. This ensures children can learn more about the world around them and gives them a sense of belonging.

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)
	No NMS Recommendations were identified at this inspection

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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