



Inspection Report

Danielle Austin

Llanelli



Date Inspection Completed

12/06/2024

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	This was the setting's first inspection
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>	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 confidently communicate their wishes, and their needs are fully considered. They have good opportunities to make choices and their interests are valued. Children feel happy and settled. They are active in their play and express excitement whilst developing their independence skills.

The child minder implements clear policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She effectively manages risks and is knowledgeable in her responsibilities to protect children. The child minder plans a lovely range of activities and ensures children are supported in their learning.

The child minder has purposeful risk assessments in place to ensure children are safe. She ensures the indoor and outdoor environments are secure and very well maintained. The child minder ensures the environment is inviting and offers a range of stimulating resources which are age appropriate.

The child minder has a very good understanding of regulatory requirements and ensures her mandatory training is completed regularly. She has established strong partnerships with parents and works hard to ensure children are nurtured within a safe and stimulating home environment.

Well-being

Good

Children confidently communicate their wishes and their needs are considered. They have good opportunities to make choices and their opinions are valued. Children move freely around the indoor play space and have easy access to all resources. For example, children happily explore play areas and help themselves to resources from storage units such as construction blocks, dinosaurs and trains. In the outdoor area, children choose where they wish to play. They confidently ask the child minder whether they can use specific ride on toys such as the tractor and car.

Children feel secure and safe. They are happy, settled, and comfortable in their environment. Children enjoy the consistency of the daily routine, and this supports their individual needs. They adapt quickly to having visitors around and during our visit, children happily approached us with different resources, knowing they were safe with the child minder. Children enjoy the relaxed atmosphere. For instance, after washing their hands, they sat eagerly at the table for their lunch. When they had finished, they knew the routine of being able to have some quiet time in the child minder's lounge area.

Children interact consistently, cooperating with each other and engaging well during everyday tasks such as tidying up. They chat excitedly about the outdoor resources as they wear their jackets to go outside. Children sing aloud during their play, reciting the alphabet whilst others listen carefully and try and join in. They have a sense of belonging and are excited to spend time with the child minder, having formed close relationships with her.

Children are engaged and are active in their play. They enjoy their experiences during planned activities. For example, the child minder prepared an 'under the sea' tuff tray filled with blue jelly and sea creatures. Children shrieked with excitement as they took their turns to match picture cards with the hidden sea creatures. They eagerly explored the sensory play material and waved their picture cards with delight when they matched the animal with the image. Outdoors, children enjoy the freedom to explore the various areas and resources. They enjoy exploring in the garden and when they find worms in the compost, they express enthusiasm and excitement. Children develop problem solving skills. For instance, they fill containers with water and persevere to carry heavy pots, re-filling different pipes and funnels, focusing on the flow of the water. Children initiate their own play, for example, they enjoy being able to sit at the table to complete jigsaws. They cooperate as they learn to fill their cups with water from the water fountain leading to a sense of pride and achievement. They study posters displayed around the setting and enjoy naming objects and themes.

Children experience age-appropriate activities and a range of purposeful resources, enabling them to confidently follow their own interests. They are developing their independence skills as they take their time to eat their food without support. Children demonstrate good manners and are polite. They enjoy the independence of going upstairs to the bathroom and are confident in their use of the toilet and washing their hands.

Care and Development

Good

The child minder understands and implements clear policies and procedures to promote well-being, physical activities, and personal safety. She effectively identifies and actively manages risks, and the children in her care receive consistent responses and reactions. The child minder understands her safeguarding policy and procedures and her training is up to date. Her nappy changing procedures ensure children are given privacy and dignity. The child minder promotes hygiene practices demonstrating hand washing frequently throughout the day. She also encourages children to understand why this is important. For instance, following activities and outdoor play, she provides children with buckets of warm water, soap and individual flannels to dry their hands. The child minder has carefully practiced routines for managing allergies if required and is very knowledgeable regarding safe procedures. She keeps clear records of all accidents ensuring that information is signed correctly by parents. The child minder is aware of children's additional learning needs and individual needs and has documents in place such as medication records which are completed and signed correctly.

Interactions between the child minder and children are consistent, demonstrating warmth, kindness, and respect. The child minder is sensitive to the needs and experiences of children and supports their individual development with interest. For instance, during activities, she asks children for their permission before taking photographs of them. She has established strong bonds with the children and consistently ensures she is close by to support children's development. For example, during activities, the child minder ensures that children think about their play and their actions, asking open questions such as, *"How is this made?" "How does it feel?" "Can you find the coral?" "Is the mantaray bigger than the starfish?" "How full is the container?" "Are you emptying it?"* The child minder is a good role model and has created a happy learning environment. She encourages children in what they do and openly offers praise such as, *"Well done," "Yes, that's it."*

The child minder promotes children's play, learning and development, by ensuring children participate in a good range of interesting and stimulating play opportunities. She plans exciting activities which children enjoy such as making cakes out of foam and documents observations within individual development records. The child minder knows the children well and is mindful of their interests. As a result, play spaces are purposefully set out, providing opportunities for memorable activities. She told us about a new outdoor music wall that is being constructed to meet children's interests. The child minder also plans visits which are meaningful, documenting these as displays in the play area. For example, trips to the library, beach and to feed the ducks in the park. The child minder ensures that she marks special holidays and festivals such as Ramadan, Chinese New Year, Hannukah and World Book Day and is eager to develop the Welsh language as part of her service.

Environment

Good

The child minder has effective measures and policies in place to ensure the safety and welfare of children in her care. She ensures the environment is safe and secure both indoors and outdoors. The child minder offers a welcoming and homely environment which is well maintained. The main play space, which is in a large conservatory at the rear of the setting is light, warm, and ventilated. The child minder keeps an organised and comprehensive file of required safety documents. For instance, valid certificates and health and safety policies and ensures these are reviewed and updated. The child minder ensures a fire drill log and an evacuation process are carried out in line with her detailed fire risk assessment. She ensures all other environment and building safety checks are completed and documented correctly. The child minder has effective and purposeful risk assessments in place, which are reviewed as and when required. We saw procedures in practice as the children descended the outdoor steps into the garden below and children are familiar and confident with these procedures. For school pick-ups the child minder has, with the aid of a grant, invested in a travel wagon, and walks to and from a nearby school, ensuring that children are transported safely. The child minder keeps a visitors' log and documents children's attendance, ensuring all children are signed in and out of the setting.

The child minder provides a lovely indoor play environment in which children move freely. She has carefully designed a purposeful open space which is tastefully decorated, immaculate and safe. She ensures areas which are out of bounds are separated with safety gates such as the kitchen and that the doors leading out to the decking are always locked. The child minder provides a dining area which includes a low table and chairs where children enjoy socialising during mealtimes. She ensures children are accompanied when they access the upstairs toilet. The child minder provides a safe and enclosed outdoor space which is used as often as possible. This includes a playhouse, sit on toys, mud kitchen and slide, where children can learn, explore and extend their physical skills.

The child minder offers a range of high-quality play resources. She provides inviting play areas such as role play with a play kitchen and shop counter, construction resources and creativity areas. These offer opportunities and experiences for imaginative play. The child minder provides low storage units allowing easy access to all resources such as jigsaws, age-appropriate games, books, dolls, trains, farm animals and musical instruments. The child minder follows themes providing opportunities for resources to be regularly changed such as the summer suitcase filled with holiday resources. For example, sensory bottles filled with shells, sand, postcards, images and vocabulary relating to the seaside. The child minder ensures that the environment is decorated with a range of purposeful bilingual displays such as feelings, shapes, numbers, weather, maps and a "Look what I made" display which celebrates children's artwork. Children's experiences are documented around the playroom such as photographs of children on walks and having picnics.

Leadership and Management

Good

The child minder has a very good understanding of regulatory requirements. She keeps an up-to date statement of purpose and a comprehensive file of policies and procedures which exceed the National Minimum Standards. These are reviewed annually or as and when required. The child minder consistently ensures that requirements are met, and aspects of paperwork are organised. For example, children's files and observations demonstrate regular updates and the child minder also has memberships with umbrella organisations. She ensures she reviews documents regularly and records requiring consent are completed. All disclosure and barring scheme checks are valid, and documents are stored confidentially.

The child minder completes an annual quality-of-care report which reflects the views of parents and children. She ensures she listens and carefully considers the feedback in order to maintain standards, implement improvements and ensure further developments to the setting.

The child minder ensures her own continuous professional development is maintained through fulfilling a comprehensive training programme. She ensures mandatory training is kept up to date such as food safety and first aid. The child minder is knowledgeable and has established herself well ensuring that she keeps up to date with changes to the curriculum, policies and legislation such as Additional Learning Needs. The child minder works hard to ensure children are nurtured within a safe and stimulating home environment.

The child minder provides a safe and reliable school pick up service and has established strong partnerships with parents and the local school. Parents told us they are extremely pleased with the setting and with the opportunities their children experience with the child minder. Parents said, "*The child minder is amazing*" and a dedicated person who keeps their children safe. Parents said that the child minder provides quality food, plans fun activities and maintains her home and play spaces with care. The child minder ensures she communicates regularly with parents using a daily app. Parents told us they appreciate updates, photos and messages. She ensures children in her care experience a range of exciting experiences and learning opportunities using grant funds effectively to develop her setting further.

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)
	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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