

Inspection Report

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Ammanford



Date Inspection Completed

31/05/2022

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	21 February 2017
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

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

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

Summary

Children feel very secure, happy, and comfortable at this setting. They play freely and express themselves extremely well. Children choose toys and activities from the selection available. Children have very good relationships with each other and can support one another.

The setting has a range of policies in place, which promote the children's well-being. There is a caring atmosphere and the child minder meets children's needs successfully. A range of activities are available both indoors and outdoors, for children to access independently or with support from the child minder.

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises are welcoming, warm, and accessible to all. Suitable risk assessments and safety checks are in place. The childminder provides a range of engaging resources, which extend children's knowledge and development.

The service is generally managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. We have noted one area for improvement in relation to frequency of fire drills and four recommendations at the end of the report.

Well-being**Good**

Children have a strong voice and express themselves well. Children are encouraged to “use your words” to ask questions. For example, one child asked us, “*how long are you here for?*”. They play freely and make choices about the toys and activities they play with from the selection available. They frequently ask questions and initiate conversation to which they receive appropriate responses. For example, one child initiated a conversation about superheroes and the questions were carefully considered and responded to by the child minder. Children feel safe, happy, and valued. They are very settled and relaxed. Children know the routines well. For example, at snack time and when washing hands. Children are cared for by a child minder who knows them very well. We heard children talking enthusiastically with the child minder about their interests. For example, one child spoke about their curiosity in magnets, and another spoke of their interest in dinosaurs.

Children interact successfully, co-operating and sharing with each other. Children purposely play together during a game of ‘Tin Can Alley’ for a sustained amount of time. They smile, laugh, and discuss the game, suggesting improvements that would better their success. During outdoor play, one child is gentle and mindful of safety with a younger child who joins them on a swinging seat.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, children were excited to tell us about and show us the tadpoles that had recently been collected. Children are included in decision-making and have opportunities to take part in planned and free play activities, both indoors and outdoors. They freely choose toys and are asked if they would like to play outside. Children skilfully use equipment and resources. We saw children competently explore magnets and experiment with the forces of attraction / repulsion.

Children are developing their independence well, which enables them to do things for themselves. For example, we saw children tidying up in an organised manner. They confidently access toys and resources from low-level storage and feed themselves at mealtimes. Children use the bathroom independently and are becoming confident in washing their own hands.

Care and Development**Good**

The child minder has purposeful policies in place, which promote the children's safety and well-being. She has procedures in place to safeguard children, appropriately answering child protection scenarios. The child minder's training in safeguarding at the time of our visit was outdated. However, this was swiftly rectified following our visit. The child minder promotes children's health successfully. She holds current first aid and food hygiene certificates. There are systems in place to record accident/incident and medication administration. Effective hygiene practices are in place, with regular cleaning routines. For example, the child minder supports children when washing their hands prior to lunch time. The table is cleaned between activities and before and after food. The child minder told us that parents provide morning snacks and meals for children, whilst she provides occasional fruit snacks. The child minder has a behaviour management policy in place. The behaviour rules are clearly displayed for the children with a focus on positive behaviour. She follows the policy and uses the management strategies appropriately, praising children for their good behaviour and encouraging good manners. For example, we heard the child minder consistently praising good behaviour and turn taking throughout our visit. She is highly skilled in using varying positive behaviour strategies to good effect. This is a real strength of the child minder.

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. She confidently varies the language she uses in discussion with each child, carefully considering their age and stage of development. For example, she spoke about the physical development of the tadpole with one child and varied her chat to an accessible level with a younger child. She involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. Outside, children are supported to create their own games. For example, we saw an older child imagine and prepare a find the dinosaur game for a younger child, supported and encouraged by the child minder. She develops themes and plans activities in advance for children. However, she does not assess the children and plan for their next steps.

Environment

Good

The child minder ensures that the environment is safe, clean, and well maintained indoors and outdoors. The child minder keeps the front entrance door locked and keeps a record of the visitors to the premises. She practises occasional fire drills. However, these need to be carried out at regular intervals so that children are aware of the procedures. While no

immediate further action is required, it is an area for improvement, and we expect the child minder to take action. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She completes a daily risk assessment for the environment. However, she does not have a written risk assessment for regular activities she undertakes with the children.

The child minder's premises are bright, welcoming, and well organised. A new playroom and bathroom added to the property recently are of a high standard and child friendly. Within the main playroom, there are low-level furniture and accessible storage containing toys and resources with floor space to play. The child minder accompanies children to the downstairs bathroom which is clean and well maintained. There is a secure outdoor play area which is in good order and presents interesting opportunities for children. The children choose from a range of resources including multi-sensory activities, ride on vehicles, a climbing wall, swing and a newly constructed wooden playhouse.

Inside, the child minder ensures the children have access to a good range of quality toys and play equipment that suits their individual needs. The layout and design of the environment promotes children's independence. Toys and resources are stored in appropriate storage boxes which children access themselves or which the child minder pulls out when children request out of reach toys. The child minder ensures the play environment is child centred and appealing, filled with lots of interesting activities and play equipment. She promotes diversity through the resources and activities available to the children. The childminder told us about activities linked to Chinese New Year and St. David's Day.

Leadership and Management

Adequate

The child minder runs her service well. She is organised and keeps all the required records. The child minder has up to date car documents and certificates such as public liability insurance and is registered with the Information Commissioners Office (ICO). A basic statement of purpose is in place. However, this needs to be updated to provide more accurate information relating to the service. The child minder has beneficial, easy to read, policies in place. However, no detail is provided in relation to the updating and review of the policies.

The child minder reviews and reflects upon her service and produces a basic quality of care report. She seeks information from parents and children to support her in the evaluation of her service. The report confirms that parents and children are happy. The child minder reflects on her provision and has plans in place to develop and enhance her service. For example, she is now meeting with other local child minders for sociable activities such as a Jubilee party for the children following the relaxation of COVID restrictions.

The child minder promotes positive partnerships with parents and local schools. She is flexible and provides support to parents who require additional support and reassurance. She keeps parents up to date regularly through verbal, private messages, and social media posts. The child minder has also reintroduced daily information sheets following a request in a recent parental questionnaire.

Recommendations to meet with the National Minimum Standards

- R1. Develop planning to include opportunities to assess the children and plan for their next steps.
- R2. Update the statement of purpose to ensure it is an accurate reflection of the service.
- R3. Ensure that risk assessments are in place for all activities.
- R4. Include evidence of review of all policies.

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
38	The provider is not carrying out fire drills at suitable intervals.	New

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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