



## Inspection Report

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**Llanelli**



**Date Inspection Completed**

10/05/2022

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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	<a href="#">Manual Insert</a> 28 February 2017
Is this a Flying Start service?	<a href="#">Manual Insert</a> No
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.

## **Summary**

Overall 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 are able to support one another.

The setting has a range of policies in place, which promote the children's well-being. There is a very caring atmosphere, and the child minder meets children's needs successfully. Activities are prepared and planned both indoors and out, 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 is welcoming, warm, and accessible to all. Suitable risk assessments and safety checks are in place. The childminder provides a wide 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 with regular reviews in place. She promotes Welsh language and communication with parents is effective. We have noted one area for improvement in relation to the quality of care review and two recommendations at the end of the report.

## Well-being

Children have a very strong voice. They play freely and express themselves exceptionally well. Children confidently ask questions and receive appropriate responses. For example, a child said, "*Laura, I would like some juice*". They confidently choose what they would like for their snack, with their choice being provided. Children choose toys and activities from the worthwhile selection available.

Children feel safe, happy, and valued. They are very settled and clearly have a strong sense of belonging. Children know the routine well. We saw children get their own plates ready for snack time and competently use the bathroom. They form strong relationships with each other and are clearly cared for by a child minder who knows them very well. For example, a child had lots of cuddles and comfort when unsettled upon waking.

Children interact successfully, co-operating and sharing with each other. We saw two children purposefully playing together in the role-play farm shop. During a messy play activity, we saw children engaging, smiling, laughing, and interacting with each other and the child minder. One child said "*there you go, I share*" when sharing resources between each other. Children wait patiently when accessing the sink to wash their hands following the messy play activity.

Children are enthusiastic and interested in their play and learning, they confidently choose activities that interest them. We saw children purposefully play with farm animals, in a multi-sensory activity. They are included in decision-making and have opportunities to take part in planned and free play activities. Free flow play is actively promoted both indoors and out. Children skilfully use equipment and resources. We saw children competently use tongs moving toy animals in and out of water trugs, washing them following messy play.

Children are developing their independence very well, enabling them to do things for themselves. For example, we saw children putting their own wellies on prior to outside play. Children confidently access toys and resources from low-level storage. They pour their own drinks at snack time and feed themselves at mealtimes. Children use the bathroom with help, if needed, and are becoming competent at accessing the toilet and washing their own hands.

## Care and Development

The child minder has purposeful policies in place, which promote the children's safety and well-being. She has procedures to safeguard children, appropriately answering child protection scenarios. Children's records, viewed as part of the inspection, did not include the home language or signs, symptoms, and action to take in the event of a dietary /allergy need. Following the inspection, the child minder has taken prompt action to update these records. She holds current first aid and food hygiene certificates. The child minder promotes children's health successfully. There are systems in place to record accident/incident and medication administration. The child minder provides snacks and meals for children. Effective hygiene practices are in place, with regular cleaning routines. For example, children wash their hands prior to mealtimes and use sustainable wipes to clean their faces/ hands as needed. Nappy changing procedures are appropriately followed. Tables are cleaned between activities and before and after food.

The child minder has a behaviour management policy in place. She follows the policy, 'house rules' and uses management strategies appropriately. Praising children for their good behaviour and encouraging good manners. For example, we heard the child minder say, "*Well done- great job*", "*Da iawn*" and "*Good girl/boy*" throughout our visit. We saw the child minder encourage children to play appropriately with resources, calmly reminding children "*no more (throwing sand) it will go in our eyes and hurt*". The child minder engages successfully with children, whilst promoting their learning. For example, whilst engaging in play, we heard her say, "*What other animals live on the farm?*" with children seeking a variety of hidden animals from a trug. The child minder extends learning. For example, when playing with shaving foam, she asked "*is it soft? is it cold?*" with children responding, "*it is wobbly and bouncy*". Extending the activity further, she blows bubbles and introduces Welsh songs and rhymes singing "*un, dau, tri... clap, clap...*"

The child minder is aware of the children's individual development. She knows the children very well and has sound understanding of each child's individual routine, involving children in a variety of activities. For instance, we saw her promoting children's letter recognition by recognising shapes, such as "*O is for ....*" She develops themes and plans activities for children in advance. Although, at present she is not formally recording her planning. We saw photographs of children taking part in a range of activities and events. The child minder actively promotes Welsh through her interaction with children, and the resources she provides. Parents are aware of their children's progress as the child minder reviews children's development regularly and this is kept up to date via an app.

## Environment

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises is secure with fencing and gates in the garden. The child minder keeps the front door locked, with keys out of reach of children. People accessing the service use a separate entrance to the side of the property with a video doorbell in use. Visitors sign in and out of the premises in the daily diary, although times are not recorded. The premises is welcoming, warm, and accessible to all. The conservatory playroom is a large open space, which is homely, bright, and engaging. Children can flow freely into the dining and kitchen area and can easily access a downstairs bathroom which is clean, well-maintained and child friendly. A travel cot is available in the living room for sleeping children, who are regularly checked while they sleep.

The child minder completes a range of suitable risk assessments, including general, pet, and regular trips, with regular reviews in place. She undertakes daily risk checks of the house and outside to ensure there are minimal risks. The childminder told us that she uses a gazebo to provide shade during hot weather. She supervises children successfully and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. For example, we saw a young child smiling and enjoying the sensory experience of being barefoot outside. The childminder practises regular fire drills maintaining her records accordingly. Suitable safety checks, including boiler and smoke detectors are in place.

The childminder uses the outdoor play space frequently. The space is well maintained and accessed easily through patio doors allowing free flow play. The childminder provides a wide range of engaging and sometimes innovative resources outside, which extend children's knowledge and development. The resources include a mud kitchen, a homemade fairy play area, slides, measuring, and water play resources, which stimulate curiosity and interest. We saw age-appropriate resources in storage trunks for older children who access the provision after school for example bouncing boards and stilts.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. There is a mixture of toys, including sustainable wooden toys and natural resources. The layout and design of the playroom and general environment promotes children's independence. The child minder regularly refreshes and renews the resources in line with her thematic planning. For example, the current theme is 'The Farm' and we saw carefully considered resources organised and accessed by the children. She makes sure that the children have access to a wide range of equipment that suit their age and stage of development. The equipment reflects positive images of diversity, such as dolls, jigsaws, construction toys and multi-sensory activities.

## Leadership and Management

The service is generally managed well. The child minder has a beneficial range of policies and procedures with regular reviews in place. For example, introducing a policy for the recent addition of a family pet, with interactions between children and the pet carefully managed. Following the last inspection, the child minder has updated her safeguarding policy to include a section on the prevention of radicalisation. The child minder is suitably qualified and has a clear vision for her service, sharing her enthusiasm with others. She has a strong culture of continuous personal development; this is particularly evident when she discusses her objective to find out more about the new Curriculum in Wales. The child minder has up to date car documents and certificates such as public liability insurance. She is also registered with the Information Commissioners Office (ICO). Partnerships with parents are strong and there are links with other childcare professionals that helps her provide good levels of support.

The child minder has a clear statement of purpose for her service. Following our inspection, she has updated this to reflect the restarting of visits to playgroups, including detailed information in relation to the service she provides. All household members have up to date Disclosure and Barring Service certificates (DBS) and are on the annual update service. In the past, the child minder has regularly reviewed and reflected upon her service and produced a basic quality of care report. Seeking information from parents and children to support the evaluation of her service. Although some of this information is not included within the report, for example children's feedback. The quality of care review has not been undertaken for the past year (2021 to 2022). While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder has a good understanding of her responsibility to promote the Welsh language, making a positive effort to speak basic Welsh as often as possible with the children. Communication with parents is effective and she shares a very detailed daily update of information including what the children have eaten, their sleep patterns, nappy changes, and activities. Parents have completed online questionnaires as part of this inspection. Feedback received from parents includes rating the service as 'Excellent'.



## **Recommendations to meet with the National Minimum Standards**

R1. Ensure times of visitors are clearly recorded

R2. Develop and implement a format to record planning

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
16	The registered person has not completed a review of the quality of care for the year 2021-2022.	New

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