



Inspection Report

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Ammanford



Date Inspection Completed

15/07/2021

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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	Manual Insert 5 April 2017
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	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. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.

Summary

Children are settled and have good opportunities to make choices. They have strong bonds and confident interactions with the child minder. Children are developing their independence skills well and enjoy learning through play. The child minder understands her role to keep children safe and healthy. She promotes mostly safe practices. She manages interactions relatively well. She provides a range of different activities and resources for children. The indoor environment is warm, welcoming and suitable for the needs of the children. However, the outdoor area needs to be better maintained. Toys and resources offer children learning opportunities to develop their independence skills. Leadership is appropriate. English is the main language used and the service does not currently provide the Welsh Language 'active offer'. However, basic Welsh language words are used. The child minder has built positive partnerships with parents. The child minder has been responsive in addressing issues raised during the inspection visit. She has completed training and refreshed her safeguarding knowledge following the visit.

Well-being

Children confidently communicate their needs to the child minder. They happily go to the child minder for cuddles and clearly express their need for food and drink. Children's requests are valued and listened to. For example, a child stated that they wanted a snack and received a prompt response. Children have good opportunities to make choices and decisions about their play. Indoors, they help themselves to resources from boxes as well as books, which are freely accessible to them.

Most children are settled, content and happy. Children have a close bond with the child minder. Child showed a strong attachment; crying when the child minder walked away or left their side. They comfortably sit with her, looking at books as well as including her in their play. Some children are beginning to form friendships. Children played happily independently as they explored the gloop in the tuff tray and built a tower using foam blocks outdoors. One child handed another child a sensory toy whilst playing indoors, and attempted to include the child in their play. A child showed great enjoyment as they held a conversation on the play phone in the role play area, stating they were on the phone to 'Nana.'

Children's interactions with the child minder are good. Children interact well with the child minder and are actively engaged in activities. For example, children thoroughly enjoy books and bring books to be read to them. Children listen well to instructions given to keep them safe. For example, coming down from the climbing frame indoors. Children are beginning to develop an understanding about sharing resources, as they wanted to share the sensory items they were exploring.

Children are settled in their activities and we saw that they responded well to the child minder during a sensory activity outdoors; confidently stating which colour the dough was. We saw children playing with gloop, play dough, building towers with bricks and accessing the playhouse during their outdoor play. The children are familiar with their surroundings and the routines of the setting.

Children are polite and generally use good manners. We saw children sitting happily alongside each other during lunchtime and whilst watching a dvd.

Children have good independence skills, enabling them to do things for themselves. They eat their foods independently and help themselves to their own personal drink bottles. We also saw children access the sink to wash their hands independently.

Care and Development

The child minder implements some policies and procedures to safeguard children's personal safety and well-being. The child minder has a satisfactory understanding of her responsibilities to protect children. She responded suitably to questions based on safeguarding and child protection scenarios during the visit. The child minder was aware of The Prevent Duty, and following the visit, she informed us that she had completed online training.

The child minder told us she has regular daily cleaning routines, for example, a steamer is used to clean all hard floors and plastic toys are washed daily. The child minder also rotates toys and resources. She offers some healthy snacks and meals to the children, including fresh fruits and water. The weekly menu consisted of cereal, toasted sandwich, lasagne, vegetable pie and pancakes to name a few. During the visit, the child minder prepared a ham and cucumber sandwich on white bread with strawberries and yogurt for the children.

Whilst the children played outdoors, we observed the child minder changing a child on a changing mat in the outdoor area. She placed the changing mat on foam mats, which were placed on the area leading to the patio area. The foam mats appeared grubby. Although, the child minder did not wear disposable apron and gloves, she cleaned the changing mat following the change and washed her hands immediately afterwards. The child minder holds current paediatric first aid and safeguarding training. She completed food hygiene training following the visit. She records details of accidents and incidents on the app that is used to record daily activities. There were no medication records to view.

The child minder understands her role and responsibilities in keeping children safe and healthy, however does not always implement safe practices. For example, she offered a bottle of milk that had been stored at room temperature for a period exceeding two hours, to a child. The child minder told us that children usually sleep on her if she is only minding a very small number of children; or otherwise on a bean bag in the playroom or upstairs. The child minder does have a monitor upstairs to monitor the sleeping children. We discussed our safety concerns surrounding children sleeping on bean bags. We also viewed photographs taken on the app, showing the dogs sleeping on the bean bag with a child. We discussed sleeping arrangements with parents and they stated they were happy with the practice in place.

The child minder made sure children washed their hands after being outdoors. She provided anti bacterial gel to cleanse hands before lunch and cleaned the table prior to children sitting for food. The child minder used a wipe to cleanse the younger child's hands before handing them a biscuit. The child minder is very responsive in assisting children with wiping their noses. She tends to use anti bacterial gel to wash her hands rather than soap and water.

The child minder does not always implement behaviour management strategies well, for example, she did not explain to about sharing when a child was telling another child, who was trying to share a sensory toy, "I don't want it." But, overall, the child minder manages interactions in a warm, friendly and gentle way.

We saw that the child minder was responsive and physically affectionate with the children; she picked them up, cuddled them and made sure she met their basic needs. The child minder indicated through discussion, that she knew the children well. The child minder uses an app to record children's observations and developments. The child minder promoted the development of the Welsh language whilst playing with the gloop and play dough, "Look it's gwyrdd, melyn, oren."

The child minder implements some appropriate cleaning and hygiene practices. She implements most of the Welsh Government's '*Protective Measure in Childcare settings*' procedures, for example regular sanitisation of toys and resources as well as removing some resources.

Environment

The child minder ensures children are cared for in a mostly safe, clean and secure environment. The indoor premises is secure, welcoming, and friendly. The front door remains locked when children are at the service. The kitchen is visibly clean, however the dog's food bowls were within children's reach. The child minder conducts regular fire drills and fire and smoke alarm checks. The heating checks are conducted regularly.

The child minder has carried out risk assessments for the premises, however there were no risk assessments in place for all activities, for example the use of the climbing frame indoors, messy play etc. The child minder had not considered all risks involving dogs around children; we viewed photographs of dogs sleeping on the bean bags with children and food bowls were placed within children's reach on the kitchen floor.

The child minder has created a child friendly environment consisting of a designated playroom. She ensures that games, play equipment and toys are easily accessible to the children. The indoor play area is set up to encourage children to be as independent as possible, enabling children to freely access equipment, tools and toys easily. The child minder provides children with a good range of age appropriate resources and equipment. We saw children had easy access to a role-play area, books and sensory resources. The child minder ensures the resources and equipment are of good quality. The child minder ensures the children access the outdoor area regularly. The outdoor area consists of a patio area with a gazebo for protection against the weather and a lawn. The outdoor area however required maintenance as the grass was overgrown and there were weeds protruding through the patio slabs. The foam mats placed outside the back door of the property appeared unkempt and grubby. We saw children playing outside with gloop in a tray, foam building bricks, play dough, dried fruit and accessing the playhouse.

Leadership and Management

The child minder organises her service adequately. All of the required policies and procedures are in place and mostly reflect current practice. The child minder has a statement of purpose, however is missing some information required by national minimum standards. The required Disclosure and Barring Service checks are in place for all household members. The child minder keeps numbers low in order to comply with ratios and to minimise risks of cross-infection during the Covid-19 pandemic. The child minder has an understanding of safeguarding procedures and has a child protection policy in place. However, the child protection policy was unclear on the procedure to follow if the child minder had concerns. The child minder updated and improved her policy, and completed a refresher course on child protection, as well as the Prevent Duty during the inspection process.

Children's files contain contracts, permissions and some basic personal information enabling the child minder to care for the children adequately. The child minder keeps a record of hours of attendance using the app. The child minder keeps a record of all visitors.

Partnerships with parents are strong. The child minder shares information in a number of ways such as verbally as parents drop off and collect their child and also via the app. Parents that we spoke to confirmed that they are very happy with the care given, *"I think Tara is amazing. My child has come along so much with her. In the morning, she asks to go there rather than be home with me."* *"Excellent service. Tara is very approachable. I'm quite a fussy parent. She always gives feedback and listens to me."* They told us that they receive feedback and plenty of information through the app. Before the Covid-19 pandemic, the child minder took children on various outings in the local area.

The child minder is an experienced childcare practitioner who understands child development and meets the children's needs. She evaluates her care practice to make improvements and listens to the opinions of people using her service.

Recommendations to meet with the National Minimum Standards

R1: To improve hygiene practices in relation to nappy changing, hand washing and food preparation

R2: To maintain the outdoor area

R3: To further promote positive behaviour

R4: To further develop risk assessments to include activities and all areas/equipment that children access

R5: To further develop children's records; showing their personal preferences and any individual needs

R6: To update the statement of purpose to include all information required by national minimum standards

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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