



## Inspection Report

**Mai-ling Williams**

**Llanelli**



**Date Inspection Completed**

18/01/2023

**Welsh Government © Crown copyright 2023.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection following registration
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

### **Summary**

Children are settled and have good opportunities to make choices. They are happy and have strong bonds with the child minder. Children are relaxed in her company and enjoy the time they spend in her care. They are developing their independence well and enjoy learning through play. Observations were limited due to the number of children present on the day of the inspection.

The child minder understands her role to keep children safe and healthy as well as managing interactions. She provides a range of different activities that promote children's development and learning.

The environment is safe, clean, and secure. The premises is welcoming, friendly and provides sufficient space for children to play. There is a variety of toys and resources, which are clean and well maintained. Unnecessary risks to children have been identified and as far as possible eliminated.

The child minder is experienced in childcare and has a vision for her setting. She manages the setting successfully. Record keeping is effective, and she annually reviews the quality of her child-minding setting. She has established trust and clear communication with parents and has built very positive partnerships with them.

Children are happy and relaxed at the child minder's setting. They are settled and have a strong sense of belonging. They are interested and excited whilst playing in the tuff tray with sieves and serving spoons. They fully engage in the play-based activities and concentrate for sustained periods of time.

Children have a strong voice. They make choices and their decisions are listened to. A notable example of this is their contribution to designing the food menu; they know their choices are respected by the child minder and their preferences are considered. They are happy to approach the child minder for support in their play. For example, a child asked for help from the child minder to reach a toy they wanted to play with. They let the child minder know when they are hungry, and mealtimes are adjusted accordingly.

Children's interactions are good. They have positive bonds of affection with the child minder. During mealtimes, children engage with the child minder and respond well to instructions. Throughout the day they approach the child minder to seek comfort if needed.

Children develop good confidence levels and self-esteem. In the role-play ice cream stall, a child enjoys serving us and the child minder with ice cream and lollipops. Children are very aware of the daily routines, and this provides them with the confidence to explore and independently help tidy up. For example, children use the dustpan and brush to clean the floor after a play activity. Children are developing good independence skills. When arriving at the setting they hang their own coat and at snack time children independently eat their fruit. They welcome assistance from the child minder when necessary.

The child minder follows appropriate procedures to keep children safe and healthy. She has a good understanding of child protection and safeguarding. The child minder completes regular safeguarding training. She has information on prevent duty and this was added to the safeguarding policy during the course of the inspection. The child minder keeps a record of incidents and accidents, including times and dates. She keeps a log of previous injuries; medication records are detailed, and she holds a valid paediatric first aid certificate. The child minder diligently ensures that she minimises the risk of infection transmission. For example, she sanitises all surfaces, ensures that she, and the children wash their hands after using the toilet and provides the children with individual towels to dry their hands.

The child minder knows the children very well and has positive and close bonds with them. She understands the children's preferences and is sensitive to the needs of each child. She collects detailed information about the children before they start and communicates well with parents. This ensures she has regard for each individual child and their individual needs are met.

The child minder manages children's behaviours very well. For example, as a child tidies up, she praises using language such as "*Good job*" and "*well done*". The child minder is consistent in her approach to behaviour management through use of positive language and through setting realistic boundaries.

The child minder promotes language development through play and effective questioning. For example, as a child built a snake, the child minder joined in and built one too. She used questioning such as "*I have a blue and white snake, what colour is yours?*" However, there is little incidental Welsh used. She plans craft activities, puzzles, walks, and visits in the local area, all of which develop children's understanding and learning.

The child minder ensures the environment is safe, secure, and well maintained. Security is good. For example, the doors are always locked, and the key is kept up high, away from children's reach. The child minder conducts monthly fire drills and keeps a log of visitors. Risk assessments are in place to ensure unnecessary risks to children are eliminated as far as possible. Relevant safety checks are completed which ensure children's safety. However, the infection control audit tool hasn't been completed recently. The outdoor area was not in use during the inspection as renovation work was being undertaken. There are risk assessments for indoors and outdoors. Child locks are fitted on cupboards and drawers and safety gates are in place throughout the property.

The property is warm and welcoming with a spacious playroom/lounge area which is well organised. This allows children to play and move around freely and lead their own play. There is a large sofa that children can use to relax or read a book. An upstairs bedroom is used for sleeping; however, this is not currently in use as the children attending don't sleep during the day. There is an accessible bathroom downstairs and cleaning materials are stored safely. The children have supervised access to the kitchen where they use the dining table to complete craft activities and eat their meals. Children's work and photos are displayed, as well as educational posters and vocabulary. For example, there is an interactive calendar that children can use independently. As a result, children feel a sense of belonging at the setting.

The child minder provides a range of suitable age-appropriate toys and resources. All resources are organised and accessible for the children. For example, children have access to games, puzzles and role-play toys. Other toys are stored and rotated to suit the ages and interests of the children present. All resources are of a good quality and well maintained. Multicultural resources are used to stimulate children's knowledge and curiosity about the wider society, promoting equality and facilitating learning about cultural awareness.

## Leadership and Management

**Good**

The child minder organises her setting well. Most of the required policies and procedures are in place. However, there is no pet policy, and the operational plan needs to be updated to accurately reflect the running of the setting. She has a statement of purpose, which meets the requirements, and this was updated during the course of the inspection in order to reflect changes to the setting. Public liability insurance is valid. Records about the children are completed, organised, and include contracts, children's information forms and parental consents.

The child minder is qualified and experienced in childcare and child development. The quality of care report for the setting is reflective. She is engaged in the self-evaluation and inspection process and is open to feedback in order to develop further. She identifies how to make improvements and reflects on the opinions and comments of people using her setting. The child minder develops her knowledge and understanding by researching current practice. She is a member of an umbrella organisation. She uses guidance to implement changes and drive improvement.

The child minder has very strong partnerships with parents. Parents we spoke with confirmed they are very happy with the care provided by the child minder. They told us that communication from her is excellent. They receive photos via private message, daily diaries as well as verbal feedback when collecting the children. Parents told us the child minder is extremely committed to the children's wellbeing and development, remarking that the children see the place as a home from home. They also commented that she is reliable, easy to deal with and flexible.



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

R1. Develop the use of incidental Welsh.

R2. Revisit the infection control audit tool.

R3. Ensure a pet policy is in place.

R3. Review and amend the Operational Plan and Statement of purpose in a timely manner.

### 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
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
-----	--	-----

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

**Date Published** 16/02/2023