



## Inspection Report

**Victoria Johns**

**Llanelli**



**Date Inspection Completed**

23/11/2023

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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 their first inspection following registration.
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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

### **Summary**

Children are comfortable, confident, and content in the child minder's care. They have developed a very positive relationship with the child minder and others. They know they are listened to and they have good opportunities to develop their individual skills, through engaging play activities.

Overall, the child minder follows appropriate procedures to keep children safe and healthy. She interacts with children with genuine warmth and works well to meet children's individual needs. The child minder is motivated and passionate about her role in supporting children's development.

Overall, the child minder provides a safe and stimulating environment. She plans the environment effectively to meet children's needs and enable them to develop their independence and confidence. The child minder provides engaging play areas and an effective range of resources which meet children's interests and supports their development.

Leadership and management at the service is good. The child minder is organised and monitors the setting effectively to ensure she provides good quality care, meeting regulations and most national minimum standards. She completes regular training and is committed to ongoing improvement. She communicates well with parents about the service she provides and their children's well-being and development.

**Well-being****Good**

Children are confident communicators because their wants, needs and moods are considered consistently. They are able to choose their play activities, snacks, and whether to play inside or outside. They are given plenty of time to make decisions. For example, during our visit, children chose which instrument and song they wanted to sing during the music session. They confidently voice their preferences and wants, verbally and non-verbally and they receive a consistently positive response. Children feel very safe and valued. They are clearly very comfortable, relaxed, and happy in the child minder's care. They spontaneously give hugs and are fully at ease in the child minder's home.

Children interact well with others. They play nicely with each other. They are learning to treat each other kindly. We heard a child telling the child minder another child was tired. Children are enthusiastic and interested in their play and learning. They smile and laugh when engaged in a range of interesting activities. For example, during our visit, a child was very engaged and showed great delight as they carried buckets of water back and forth from the water butt to the mud kitchen.

Children experience appealing play and learning opportunities that promote their all-round development and enable them to confidently follow their own interests. For example, they develop their physical skills through sensory play, craft activities and walks in the local area. Children have good opportunities to develop their independence skills, enabling them to do things for themselves successfully. For example, pouring their own drinks at snack time and attempting to wear their own coats and shoes, with gentle encouragement from the child minder.

## Care and Development

Good

Overall, the child minder understands and implements policies and procedures to promote safety for children. She has attended a child protection course and is aware of her responsibilities to safeguard children, reporting any concerns. She holds current first aid and food hygiene certificates. The child minder promotes children's health successfully. Overall, the child minder follows appropriate hygiene practices, ensuring surfaces are wiped clean regularly as well as regular hand washing. However, no apron is worn for food preparation and during lunchtime we observed cutlery that had fallen on the floor being handed back to a child. We observed nappy changing during the visit. The child minder follows her procedure and hygiene practices are appropriate, however no disposable apron is used.

She supervises children well, including when they are sleeping, and gives safety reminders if they are needed. The child minder actively promotes a healthy lifestyle by making outdoor play a significant element of her care and by ensuring there is always water available for children to drink. She provides a healthy choice of foods for the children, including plenty of fruit and vegetables.

The child minder effectively and positively supports the development of children's behaviour and social skills. She always interacts with children very kindly and affectionately, giving regular verbal praise, such as, "*Amazing. You're so good*". She enjoys her role as a child minder which is evident in the care she provides. She is sensitive to children's individual needs and gets to know children's individual skills and preferences well. She allows children time to think through problems and encourages children to do things for themselves. For example, she encourages children to feed themselves before intervening, "*It's okay, keep trying....do you want me to help you?*"

The child minder offers a range of exciting activities for children which promote their all-round development, both indoors and outdoors. The child minder has some basic planning in place for activities. The child minder confirmed she is committed to developing her system of planning and next steps for children. She is motivated and continues to expand her professional knowledge through additional training and research. She observes children's development carefully and gives detailed feedback to parents, daily, in person and via private messages, as well as keeping her own records. The child minder is developing the use of the Welsh language at the setting and uses incidental Welsh such as saying '*da iawn*' (well done) and using Welsh vocabulary for colours, numbers and body parts.

**Environment****Good**

The child minder follows appropriate procedures to keep the environment safe. She writes risk assessments and reviews these regularly. She secures her home from unauthorised access by keeping the doors locked. There are safety measures in place to reduce risks to children, such as stair gates, however we found the surround of the fireplace posed a possible risk to children. This was rectified immediately following the visit. There are appropriate written risk assessments in place, which are regularly reviewed. Daily visual checks are completed. Fire drills are undertaken, however recording of these needed improving as these were missing the numbers present, exit route and time of the fire drill. Following the visit, the child minder confirmed records have been further developed to include the detail required for recording fire drills. Cleaning routines are in place, however not recorded. We discussed appropriate cleaning and sterilisation of toys and resources. The gas safety check is up to date. The environment is well-maintained, clean, and a comfortable temperature.

The child minder has prioritised children's needs when setting up her home environment. The environment provides good play opportunities, both indoors and outdoors. Children are able to move freely within the play environments. Indoors, they complete activities at a small table and chairs and on the floor. They also have use of a dining table and chairs for eating meals and snacks as well as for table-top activities. The child minder has effectively planned the environment to encourage children's independence. They can easily access resources stored at a low level. There are pegs for children's coats and bags. She has developed the outdoor play area to provide interesting play opportunities such as a mud kitchen, planting areas and an easel area for painting and mark making. The outdoor play space is secure, and the child minder confirmed they use the garden frequently as an extension of the indoor environment.

The child minder provides a good range of resources which stimulate children's curiosity and interest. There are ample resources to meet a range of interests and allow children to develop their independent play. For example, a collection of stainless-steel pots and teapot in the mud kitchen. The child minder had also set up an area under the stairs for children to access a range of interesting thematic resources, for example Christmas themed books, small wooden figures and a collection of sensory items. She provides a suitable range of resources which promote equality and diversity, including dressing up clothes, books and dolls.

## Leadership and Management

Good

The child minder is committed to providing a good quality service for both children and parents. She is enthusiastic about supporting children to thrive and reach their full potential. The Statement of Purpose was updated during the inspection process and contains accurate and useful information for parents about the service provided. She manages her service well and reviews policies and procedures regularly. The child minder has a strong vision for the service which she shares with others. She puts the voice of the child at the centre of her provision and is committed to providing good quality care.

The child minder has effective record-keeping systems which are kept in an organised manner. These include records of children's personal details, attendance, accidents, injuries and the administration of medication. She maintains accurate attendance records as well as a visitors record. The child minder plans her service well to ensure she stays within the conditions of her registration. She also updates all relevant insurances and ensures checks, such as Disclosure and Barring Service (DBS) are in place.

The child minder has established a good system for reviewing the quality of care she provides. She involves parents and children in this review and identifies targets for further improvement. She communicates with Care Inspectorate Wales (CIW) where needed and she took prompt action on recommendations discussed during the course of this inspection. The child minder is motivated and takes pride in the ongoing improvement of the service she provides.

The child minder has effective partnerships with parents. She agrees contracts with them and reviews these regularly. During the visit, we found not all children had permission for emergency medical treatment, the application of suncream or plasters as well as contact with pets. This was rectified immediately following the visit. She seeks detailed information about children's needs and preferences when they start at the setting and communicates appropriately with parents about children's development. The child minder is developing communication with other child minders to share ideas and good practice.



### 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
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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)
Standard 10 - Healthcare	Ensure appropriate hygiene practices are implemented at all times.
Standard 7 - Opportunities for play and learning	Ensure activity planning is in place and incorporates the development of skills

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure a record is kept of when toys and resources are cleaned and sterilised
Ensure fire drill records include number of children, time, exit route and any issues.

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.

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