



Inspection Report

Linsey Llewellyn

Milford Haven



Date Inspection Completed

06/09/2022

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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	14 February 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are extremely confident and relaxed in this child minder's care. They have excellent opportunities to develop their play and learning and to follow their own interests. They are excited and exceptionally engaged in their play, and their individual needs are met extremely well.

The child minder is experienced and extremely motivated to provide high quality care. She interacts with the children with genuine warmth and kindness and is very sensitive to the children's individual needs and preferences. She monitors and supports children's development exceptionally well.

The child minder provides a good indoor environment which meets children's needs well. She provides a good variety of resources for a range of ages. There is a strong focus on using the outdoors for children's learning which is very successful. The child minder makes full use of the local area for this outdoor learning.

Leadership and management of the setting is good. The child minder provides relevant information to parents and she ensures that she complies with regulations. The child minder has thorough systems in place to review the quality of care she provides, and parents are extremely happy with the child minder's care and communication.

Well-being

Excellent

Children are very well settled, extremely confident and they clearly have a strong sense of belonging at the setting. They have very strong bonds with the child minder, her family, and each other. They regularly look out for each other and help each other. For example, an older child supported younger children to pour water from a jug. When they play outdoors, they explore with confidence and get up happily, without help, if they fall over.

Children are very confident communicators because they know that the child minder values their ideas highly. For example, an older child told the child minder their plans to embroider a heart shape, which they were then able to do with only a little help. Children have opportunities to use their imagination and develop their ideas and play. For example, a child used a stick as a magic wand and the children had fun with the child minder talking about spells and using 'double magic power' to 'turn a tree into a horse' as another child wanted. Children complete activities in their own time and every child receives an excellent level of individual attention.

Children have a very good understanding of what is expected of them, and they behave very well. They remember the rules for safety and behaviour and feel very secure and confident because they know the boundaries. For example, when on a walk, a child said "Stop!" when they saw red berries, which they knew they were not supposed to touch, and another child checked with the child minder if it was okay for them to run across the field as far as the gate.

Children are very motivated and exceptionally engaged with activities and the environment. They have excellent opportunities to develop their ideas and play, and to take considered risks. During a woodland walk, children had opportunities to practise physical skills such as running, balancing and climbing. They explored mathematical concepts and language such as size and shape. They practised relevant vocabulary in Welsh and English. When they got back to the child minder's home, older children were supported to continue finding out more about plants and trees they had seen, by looking in books. Children are continuously challenged at an appropriate level for them. These activities result in a great feeling of achievement and high self-esteem for the children.

Children have excellent opportunities to develop their independence skills. All children try independently to take off their own wet weather gear and wellies and store these. Older children have more responsibility, such as taking plates to the table and shutting the safety gate.

Care and Development

Excellent

The child minder has very good procedures in place to keep children safe. She ensures hygiene is given a high priority. She has clearly established a good routine for children to wash their hands as soon as they came in from the outdoors. The child minder ensures she completes regular training in paediatric first aid, food hygiene and safeguarding. She keeps accurate records and maintains good communication with parents and carers to ensure that she keeps all children safe, including those with particular dietary or medical needs. The child minder has a sound understanding of her duties regarding safeguarding. She is fully aware of the updated Wales Safeguarding Procedures and uses the relevant app to support her understanding. There is an exceptionally strong focus on promoting a healthy lifestyle as outdoor play is a key element of this setting. The child minder takes the children outside to explore the local area on a daily basis and often does this for extended periods. She inspires a love of the outdoors in the children.

The child minder provides very nurturing care and reinforces boundaries with kindness and understanding of the children's stage of development and individual needs. She has lots of fun with the children and clearly has a strong bond with each of the children in her care. The child minder consistently encourages children to treat each other with kindness and she creates a very positive, relaxed atmosphere. She celebrates the children's ideas and achievements and includes the whole group in this. For example, she said "*Look what (the child) did! Good thinking!*" and, "*Listen to (the child) counting! Isn't she clever?*" The child minder knows the children extremely well and meets their needs very effectively. For example, when a child was not very happy, briefly, she thought they might like a quiet story which settled and relaxed the child.

The child minder very successfully enables the children to lead their play and develop their skills. She conducts detailed planning on a weekly basis and she evaluates the activities, children's development and children's ideas to inform future planning. For example, children's interest in pirates had developed into activities based on exploring pirate treasure and then autumn treasure.

The child minder makes a significant effort to include the Welsh language in all aspects of the care she provides. She is continually developing and exploring her use of Welsh and she ignites children's curiosity about the language. She models the language by asking questions, giving instructions, and making comments in Welsh. She often names objects and actions in Welsh, as well as English, and she asks the children to help her when she is not sure of a word. When she and a child had been wondering what the right Welsh phrase was for 'Please may I leave the table?', she asked another Welsh-speaking child minder who provided this to them on a voice note.

Environment

Good

The environment is safe, secure, and welcoming. The child minder completes comprehensive risk assessments, which include risk assessments for upcoming activities. These are used as working documents and regularly reviewed. We saw the control measures identified used effectively in practice during our visit. Fire risks are considered as part of this risk assessment and the child minder conducts regular fire drills, ensuring that all the children have an opportunity to practise evacuation from the building. The child minder ensures that regular safety checks are completed on the environment such as annual boiler checks and regular checks of the smoke alarms and fridge temperatures. The child minder ensures that the indoor environment is clean, well-maintained, and well-ventilated.

The child minder organises the environment well, ensuring it meets children's needs and provides a good range of play opportunities. There is sufficient space for the children to move freely. The toilet is on the same level as the children's playroom, making it easy and safe for children to access it independently, and there is a small kitchen area within the playroom, meaning that the child minder can store food safely, prepare the children's snacks and refill water bottles without interrupting children's play. She provides a space just outside the playroom for older children to complete activities safely away from younger children if they wish. There is a sofa available for children to relax and use for their play as they prefer. Children's work is on display, as well as photographs of the children, which can contribute to their sense of belonging.

The child minder ensures that children can access a broad variety of good-quality, age-appropriate toys to stimulate the children's interest and imagination. She provides loose parts, such as wooden disks, pegs and cardboard tubes. She extends the children's learning by providing natural materials and books linked to their activities. For example, during our visit, the child minder provided leaves, cones and sticks in a tray for children to explore, information books about plants and trees, and story books with animals and woodland environments. She supports the children's learning with displays of numbers, letters and bilingual labelling.

The child minder's garden was not in use during our visit as work had begun to develop an additional area for children's play. However, the child minder usually provides access to the garden as well as providing other excellent, regular, outside experiences. These include regular walks from her home and also trips in their local environment, such as trips to a community field and the shoreline. As well as exploring the natural environment, the child minder also takes resources with her which allow the children to continue their play in the outdoors, such as kitchen utensils to use in the mud.

Leadership and Management

Good

The child minder has a very clear ethos to support children to grow, develop and meet their full potential, with a strong focus on outdoor play. She shares this ethos with parents. The statement of purpose provides a detailed and accurate picture of the care she provides, and she supplements this with a wide range of policies. The policies sampled at the visit contained mostly appropriate information and the child minder reviews these regularly. She updated the safeguarding and nappy-changing policies following our visit and these now meet regulations and national minimum standards. The complaints policy was also updated but now does not include information about the child minder's timescales for dealing with complaints.

There are effective systems in place to manage the setting. The child minder ensures that she updates insurance and Disclosure and Barring Service (DBS) checks in a timely manner. She effectively maintains records such as records of attendance, children's information, administration of medication and accidents, and she ensures that she operates within the conditions of her registration.

The child minder is very evaluative of her practice and the service she provides. She completes a detailed annual quality of care report that reflects a thoughtful and considered evaluation of the setting and she is motivated to continually improve. She sets targets for development and has recently made improvements such as further developing her system for monitoring children's progress and also ensuring she complied with the changing guidance to keep children safe during the pandemic.

The child minder has developed very good partnerships with parents who are extremely happy with the care that she provides. She regularly reviews the contracts agreed with parents to ensure they remain current, and she communicates effectively with them on a daily basis, including sharing observations and photographs of children.

The child minder ensures that she attends regular training when relevant and possible. She also has good links with other child minders who are able to share their learning when they have been to courses which the child minder cannot attend.

Recommendations to meet with the National Minimum Standards

R1. Update the complaints policy to include the child minder's timescales for dealing with complaints and arrangements for concurrent consideration.

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

Date Published 14/11/2022