



Inspection Report

Eira Davis

Llantwit Major



Date Inspection Completed

01/07/2021

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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 27 June 2019
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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government’s ‘More Than Just Words follow on strategic guidance for Welsh Language in social care.’

Summary

This was a focused inspection and on this occasion, we did not consider each theme in detail.

Children are very happy at the setting and have a positive relationship with the child minder and her husband, who assists her in the operation of the service. Children have developed mutual friendships with other children. They are settled and have many opportunities to follow their interests.

The child minder and her assistant get to know the children and their families well. This allows them to provide a good standard of care to the children. The environment is suitable and generally safe and secure. Risk assessments are in place and have been reviewed and expanded during this inspection. They offer a very good range of activities and resources both indoors, and in the spacious and interesting garden.

The child minder manages her service adequately. We identified areas of non-compliance. She is receptive to advice and made a number of improvements immediately to ensure that the service meets the regulations and national minimum standards.

Well-being

Children are able to choose how they spend their time and what activities they engage with. They are happy and confident to voice their preferences and move around the play areas. Children can choose whether to play indoors or outdoors for much of the time. Children are able to choose with whom they interact and play with. For example, they indicate who they want to take them to school and left happily with the assistant. Children ask the assistant to play with them in the garden and skip outside with them, proceeding to play with their chosen activity. A child asked to draw and the child minder supported them to do this.

Children feel safe, happy and valued. They form positive bonds with the child minder, her assistant and other children. As a result, they enjoy their time at the setting. Children engage confidently in the school run routine. They listen attentively to the child minder and assistant, doing as they are asked, in order to keep themselves safe. On arrival at the car park, children wait quietly until they get out of the car and then hold the assistant's hand to walk to school. Children feel valued, smiling as they receive praise for their behaviour and achievements. They laughed as they play in the garden, 'mowing the lawn', and scooting over a hump and down the other side. One child smiled broadly talking to the child minder about what they had learned about a 'hungry caterpillar' during the bugs and insects theme.

Care and Development

The child minder has some effective routines to keep children safe and healthy. This includes managing her setting during the Covid-19 pandemic. She is knowledgeable regarding children's individual needs and plans for these, including ensuring children with dietary requirements and allergies receive appropriate food and care. She understands and implements her safeguarding policy well. The child minder has recently made improvements to documentation to evidence that she employs her assistant safely and first aid training has been updated.

The child minder gets to know the children well and joins in with their play. She supports them to develop good communication skills by asking open questions. She manages behaviour positively; by reminding children of the boundaries in place a firm but gentle manner. For example, to take turns with resources. She operates a reward system, where stickers are provided when children manage their behaviour well or achieve something.

The childminder provides good resources and plans activities that keep the children interested and help them to learn. Children have recently been looking at the theme of bugs and insects. The child minder provides interesting materials to enable the children to learn through play experiences, including setting up an area with magnifying equipment. 'The Very Hungry Caterpillar' story supported their learning. '.

Environment

The child minder provides a safe, secure environment that is clean and well maintained. The child minder is fully aware of her responsibilities to keep children safe and undertakes a daily visual check of all areas that children use before they arrive. Risk assessments for the premises and other aspects of care are in place and she has reviewed and expanded some, including the school run, use of a vehicle and Covid-19.

The child minder ensures that children are cared for in an environment that has been adapted to provide interesting, comfortable and welcoming play spaces. The child minder sets out the play areas to provide different play experiences, whilst also allowing children space to develop their own interests and to move around freely. Access to the outside play space is directly from the playroom. It provides a large area where children can enjoy playing in the fresh air and get physical exercise. The open plan kitchen/diner area allows children to move easily between the play spaces, whilst the child minder can easily supervise the different areas. The downstairs toilet enables children to easily access the facilities and develop independence in their personal care.

The child minder provides a very good range of good quality toys and resources that are suitable for the different ages of children attending. She has purchased many new resources based on planned activities and children's requests. She regularly rotates the toys to provide different learning experiences and maintains them in line with current Covid-19 guidelines.

Leadership and Management

The child minder generally manages her setting adequately. The child minder has updated her statement of purpose, which accurately reflects the service she offers. Policies and procedures are in place, showing how the service operates on a day-to-day basis. Documentation generally complies with the regulations and national minimum standards. However, the child minder has not maintained a clear record of children's attendance. She addressed this matter immediately.

The child minder employs an assistant, allowing her to provide a flexible service. She maintains a file of information that evidences that the assistant has the necessary fitness checks and they are clear regarding their role. Enhanced Disclosure and Barring Service checks (DBS) are in date for the child minder and the assistant.

The child minder regularly reviews her service and is receptive to advice from CIW and other professionals. She continues to make improvements to the operation of her service to meet the regulations and national minimum standards. The child minder has acted on recommendations from the previous CIW inspection and has made further improvements during the course of this inspection. She has a complaint procedure in place.

The child minder has good relationships with all her parents. She is keen to work effectively with them to ensure the best possible service is provided for children. Parents speak very highly of the service she provides and the care given to their children. For example, *'opportunities with Eira are outstanding'*, *'the school run is very well organised'*, *'..has made many friends at the setting'*, and *'they are approachable and you can discuss things with them'*. Parents confirm that communication methods are effective and they receive detailed information regarding the service and their child's attendance.

Recommendations to meet with the National Minimum Standards

No recommendations have been made. This is because the child minder has made improvements during the course of the inspection, to ensure that she is compliant with the regulations and meets the 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

Areas where priority action is required

None	
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Areas where improvement is required

None	
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