



Childcare Inspection Report on

Natasha Llewelyn

Cardiff



Date of Publication

Tuesday, 17 July 2018

Welsh Government © Crown copyright 2018.

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
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Natasha Llewelyn has been registered as a child minder with Care Inspectorate Wales since June 2014 and she provides care from her home in the Canton area of Cardiff. The child minder is registered to care for up to 10 children under the age of 12 years and operates Monday to Friday from 7.30am to 5.30pm. Children have access to the open plan ground floor of the child minder's home and an enclosed garden. The service is provided in English with some incidental Welsh.

Summary of our findings

1. Overall assessment

Children are confident and happy and enjoy their time with the child minder. Children benefit from a wide range of play and learning experiences; they have fun and make very good progress. The child minder is very enthusiastic about her work and is committed to supporting children's development. The environment is safe and secure and very well maintained. Children have free access to a good range of quality toys, materials and equipment, which encourages them to explore and learn. The child minder manages her business very well. All core training is up to date and records are well organised. The child minder works in partnership with parents to ensure that the children's needs are identified and addressed. Parents told us that they are very happy with the service.

2. Improvements

The child minder had addressed the recommendations in the last report. We saw that:

- smoke alarms were regularly tested and records kept;
- policies, procedures and risk assessments were reviewed annually and signed and dated when completed;
- there were individual records for children attending, including records of observations of the children and activities undertaken;
- the child minder had reviewed the service annually and produced a Quality of Care report;
- the child minder had consulted with parents and children, to gain their views and included these findings in the annual Quality of Care report; and
- emergency evacuation procedures were practised monthly and recorded.

3. Requirements and recommendations

There were no non-compliance notices issued following this inspection.

Section five of this report identifies our recommendations to further improve the service. We (CIW) made recommendations in relation to the statement of purpose, the 'Prevent Duty', fire drill records and minor additions and amendments to policies and procedures.

1. Well-being

Summary

Children experience warm relationships and feel safe, happy and valued. Children are able to make decisions and have a very good choice of activities to support their learning. Children are well behaved; they share and use good manners and play together happily. Children really enjoy their play and are becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to; they express their views and are able to make choices. We found that children across the age range had a choice about what to do and they were very familiar with the play areas, materials and activities. The child minder had set out a good selection of toys and resources for children to choose from and there were also toys and books in accessible storage. Children chose what they were interested in and we saw that they approached the child minder confidently to chat, to ask for assistance or for a cuddle. Young children followed their individual routines. For example, children slept when they were tired and for the length of time specified by their parents to fit in with their home routines. We saw that children expressed their opinions and choices verbally and non-verbally and they were responded to promptly. Children had a choice of snacks, they ate at their own pace and we saw them ask for and receive second helpings of vegetables, sandwiches and fruit. Older children could relax in the lounge area after school, they sometimes did homework or played with board games, cards, puzzles and they enjoyed playing in the garden. The child minder told us she had asked older children if they were happy with the service, what they liked to do and if there were other games or activities they would like. As a result of their responses, she had purchased more art and craft materials and board games. However, the child minder said that mostly, if the weather was fine, children preferred to go straight to the park for a run around or game of football after school.

Children have a strong voice in this service.

1.2 To what extent do children feel safe, happy and valued?

Children experience warm relationships with each other and with the child minder. Parents described the child minder as '*very thoughtful*' and '*a friend*'. Children were familiar with the home and the routines, which gave them a sense of security and belonging. We saw that children were very content; they greeted each other and the child minder and moved around confidently. Children played independently and with others and there was a very calm and relaxed atmosphere. We saw children giggle and laugh as they played chase. Children smiled happily when praised for their achievements with colouring and making bumble bee cards. Children approached the child minder readily to ask her to join in their activities or for assistance and support. The child minder told us she encouraged older children to talk about feelings and about their day at school. The child minder also introduced us and explained our role to the children, which helped them to feel safe.

Children feel safe and valued and are very happy.

1.3 How well do children interact?

Children are learning the importance of sharing and turn taking. Children were very polite and generally played well together. We saw that younger children were learning to share and co-operate and they responded very well to praise. Younger children sat together and looked at books; they played with play doh; shared cutters and colouring pens and played with musical toys. Children's behaviour was very good and they mostly remembered to say 'please' and 'thank you'. There were some minor disputes, which were quickly sorted out by the child minder who reminded them about being kind to each other and sharing. We saw that children had genuine affection for each other; they greeted each other with smiles and hugged when they said goodbye.

Children interact very well with each other and with the child minder.

1.4 To what extent do children enjoy their play and learning?

Children benefit and take pleasure in a range of play opportunities designed to support their development. We saw children enjoying self-directed play as well as structured activities such as play doh and story time. Children engaged in their activities for a suitable length of time for their stage of development. They sat very quietly and wide eyed as the child minder read their chosen books to them. Children smiled and nodded when we asked if they enjoyed coming to the child minder and if they liked the toys and activities. A parent said, *"She loves coming and has a great time. Playing with others is really important as she's an only child. She walks straight in and doesn't even say goodbye to me!"* Children were very proud of the bumble bees they had made from colouring in paper plates and sticking on wings. As they played, children learned about numbers, size, colour, texture and they smiled, giggled and laughed a lot. We saw that some children enjoyed themselves so much they didn't want to go home.

Children thoroughly enjoy their play and learning experiences.

1.5 How well do children develop, learn and become independent?

Children have good opportunities to learn and become independent. There was a good range of toys, resources and activities, arranged so that children could help themselves. We saw that children were confident to choose their play and try new things and the child minder supported children's development. We heard the child minder introduce numbers, colour recognition, sounds and spelling while children played. Children were also developing their self-help skills. Children fed themselves as independently as possible and made choices at lunch and snack times. Younger children were supported to use the toilet and they were encouraged to wash and dry their hands without adult support. The children's development records evidenced that they were making good progress in emotional, physical, social, intellectual, language and creative development.

Children are developing very well, they are confident and are becoming independent.

2. Care and Development

Summary

The child minder is caring, motivated, enthusiastic and responsive to children's needs. She is effective in keeping children safe and promotes good health. She manages behaviour very well. She knows the children's needs and preferences and provides an excellent range of activities to help them to learn and develop.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has a good understanding of her responsibilities to keep children safe and healthy and was clear about what to do if she had concerns about a child or in case of an accident. She kept up to date with training on Child Protection, Paediatric First Aid and Food Safety and encouraged children to eat healthy foods such as fresh fruit and vegetables, wholemeal bread and to drink plenty of water. We saw that the child minder obtained the necessary information from parents/carers before she started caring for the children, including any medical or dietary needs, allergies and routines. We saw very good hygiene practice, for example, the child minder used disposable gloves for nappy changing; she washed her hands and wiped the high chair trays and the children's table before lunch with an anti-bacterial spray. We heard the child minder reminding a child to wash hands after using play doh and before eating and there were individual hand towels and liquid soap in the bathroom. Toys, equipment, the kitchen and toilet were exceptionally clean and well maintained. The child minder encouraged physical activity and access to the outdoors whenever possible. For example, she visited soft play centres with the younger children and took older children to parks after school so that they could run about or play ball games.

The child minder is effective in keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is a very good role model and helps children understand the importance of sharing and being kind to each other. The child minder had a very calm and caring manner. She listened to the children and gave them plenty of time to talk and finish their activities and their meals, which created a relaxed atmosphere where children were comfortable to explore and learn. The child minder worked to a clear behaviour management policy. She set a good example by always asking politely and praising the children's achievements and positive behaviour. We heard the child minder use positive language all the time, such as *"Good girl"*, *"Well done, you did it!"*, *"Clever girl!"* The child minder was firm when necessary and used distraction such as toys and lowering her voice very effectively. She spoke calmly and clearly so that children understood what was not acceptable. For example we heard, *"Don't snatch darling that's XXX's isn't it"* and *"Gently... that's better!"* There were house rules that included removing shoes, looking after toys and furniture, being kind, sharing, helping to tidy up and respect. We saw an older child helping to clear away and the child minder said *"Thank you darling"* and the child smiled happily.

The child minder manages behaviour consistently and effectively.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

The child minder gets to know the children well and plans interesting and stimulating activities to support their development. It was very clear that the child minder was familiar with the needs of individual children. We saw that she monitored and recorded what they liked and their achievements in good detail, in daily diaries. Children played enthusiastically and were engaged in activities throughout the visit. We saw that the child minder supported younger children with personal care and to eat at lunchtime. She talked through what she was doing to involve them. The child minder had recently attended a course entitled 'Understanding and Working to the Foundation Phase in Wales' and we saw that she was putting her knowledge into practice. She had developed activity plans for pre-school children, in line with the Foundation Phase and seven areas of learning to ensure they had suitable opportunities to learn and develop, however activities were also very flexible to suit children's preferences. She sat alongside children as they were playing with play doh and using coloured pens, and she asked questions to develop their language, colour recognition, counting skills, fine motor skills and co-ordination. There were records to evidence that the child minder took children to a different playgroup each day. This gave the children opportunities to meet and socialize with others; to play with different toys and to take part in a wide range of activities. The child minder raised children's awareness of diversity and different cultures through a range of resources and activities including books, toys and celebration of different festivals such as Chinese New Year, Easter and Saint David's Day. The child minder was able to understand basic Welsh and we heard her use incidental Welsh during the inspection. She promoted the Welsh language through bilingual Welsh and English posters and Welsh books. She also attended a 'Ti a Fi' group with the children.

The child minder promotes children's play, learning and all round development effectively.

3. Environment

Summary

The child minder ensures that the environment is safe and offers a very good variety of play and learning opportunities indoors and outdoors. Risks and hazards are identified and minimised or eliminated to ensure children's safety. Resources and furniture are good quality and suitable for the needs and age range of the children.

Our findings

3.1 How well do leaders ensure the safety of the environment?

The child minder ensures that children are cared for in a safe, clean and secure environment. We saw clear policies and risk assessments relating to health and safety and we saw that the child minder reviewed them regularly. When we arrived, the child minder asked us to show our identity badge and to sign a visitor record. The child minder ensured that external doors were kept locked and there were safety catches on cutlery drawers and on kitchen cupboards containing cleaning materials. The child minder carried out daily checks on the premises, toys, equipment and the outdoor area, to keep children as safe as possible and ensure that any risks were noted and addressed. There was a first aid kit and a fire blanket ready to hand. We saw records of annual tests for the heating system, monthly smoke alarm checks and monthly fire drills. We discussed with the child minder that the fire drill records should be more detailed. The child minder had undertaken food safety training and we saw good hygiene practices at snack time, for nappy changing/disposal and when she supported younger children to wash their hands. Children used individual hand towels to prevent any cross infection. All areas, equipment, furniture and toys were exceptionally clean and in very good condition. The garden play area was safe, level and enclosed. The accident and incident records indicated five minor incidents since the last inspection. They were typical for the age and stage of development of the children and did not raise any concerns about the safety of the premises.

The child minder keeps the environment very clean and as safe as possible.

3.2 How well do leaders ensure the suitability of the environment?

The child minder provides a very welcoming and stimulating environment that is well maintained. Children had access to the ground floor of the house, including a toilet and the enclosed garden at the back of the house. The environment was very light and airy with sufficient space for a good range of activities and a choice of areas to suit the age range, for play and activities, eating, relaxation and reflection. Toys and resources were stored at low level in the lounge to encourage choice and independence. Children accessed toys, books, craft and drawing materials independently. The child minder used the hallway for young children to sleep in their buggies and we saw that they settled quickly and went off to sleep with background music playing softly. There were tables and chairs to suit children of different ages. The garden provided a good sized enclosed outdoor play area. We saw photographs of children engaged in a wide variety of activities indoors and outdoors.

The child minder creates a stimulating environment that is highly suitable for children to play, explore, learn and grow.

3.3 How well do leaders ensure the quality of resources and equipment?

The child minder provides a very wide range of good quality resources which are accessible to children. We saw a good range of age appropriate play and learning resources, indoors and outdoors for all age groups, including toys and books reflecting diversity and a multi-cultural society. The child minder also provided a double buggy and suitable child car seats. Resources were available in sufficient quantity to ensure children had choice and could play together or independently. During our visit, children played with a variety of toys and equipment which promoted their all-round development. The toys and equipment were clean and in very good condition and we saw that the child minder had systems in place to check and replace toys and equipment that were no longer suitable or in good working order.

The child minder ensures that there is a good range of resources and equipment available to enhance children's experiences and development.

4. Leadership and Management

Summary

The child minder is well organised, very motivated and manages her service well. She provides clear information about her service. She reviews the quality of the service she provides using feedback from children and parents. The child minder builds effective partnerships with parents and other child minders.

4.1 How effective is leadership?

The child minder complies with the Child Minding and Day care (Wales) Regulations 2010 and the National Minimum Standards for Regulated Childcare for children up to the age of 12 years; and ensures her service is well run. The statement of purpose was up to date and provided an accurate description of the service. We discussed how this could be improved with additional information about the services she provides and daily routines. There were detailed records of children's attendance and we saw that the child minder monitored children's progress and planned suitable activities to meet the children's developmental needs. We saw that the child minder reviewed all policies and procedures annually and the last review was July 2017. The policies and procedures were very easy to understand and focused on children's needs and well-being. Parents said they were satisfied with the information they received about the service and about their children's progress. We saw that parents had signed their contracts and to confirm that they were aware of the policies and procedures. They had also signed various permission forms and accident records. The child minder did not have any information about the Prevent Duty (which relates to anti-terrorism and radicalisation) and we discussed how this related to her work and should be included in the policy file. We also highlighted some minor amendments and additions to the policies and procedures.

Leadership is very effective.

4.2 How effective is self evaluation and planning for improvement?

The child minder has established a system for reviewing the service she provides and planning for improvements and she values feedback from children and parents. We saw the 2017 annual quality of care report which included the views of children and parents. The child minder used annual questionnaires as well as day to day verbal contact and emails to gain parents' views. She also asked parents to include their children's views in the questionnaires. We saw that the returned questionnaires from parents were all very positive and rated the service as good or excellent. They all confirmed that their children were very happy with the service. The child minder obtained younger children's views through watching what they enjoyed and how they reacted. The plan of activities for the younger children was based on what had gone well and on their developmental needs. Parents told us they were consulted regularly through informal chats as well as questionnaires. The child minder said that she had asked older children what they wanted to do each day and if there were any changes or additional activities they would like. The annual quality of care report indicated that she had purchased additional art and crafts materials and board games in response to children's responses; and she ensured that children went to the park whenever possible in the afternoon and after school in line with their expressed wishes. The child minder was a member

of a professional association for child care and we saw that she attended meetings with other child minders to improve her knowledge and skills and to share ideas and good practice.

The child minder has good systems for evaluating the quality of the service and making improvements, which benefit the children.

4.3 How effective is the management of practitioners, staff and other resources?

The child minder is well organised. She was able to locate all the records and documents we requested for inspection very promptly. Records were up to date and generally in good order; and we saw that the child minder had obtained all the necessary consent forms from parents. Children's attendance was recorded accurately and there was a daily diary and a record of visitors. There were clear records for insurance, training, health and safety and Disclosure and Barring Service (DBS) checks and the child minder ensured that they were all updated when required. We saw that the child minder and her husband had current DBS checks and the child minder's training in food hygiene, child protection and paediatric first aid were up to date. The child minder had also undertaken additional training in 2018 in relation to the Foundation Phase and was undertaking a national vocational qualification in children's care, learning and development.

The child minder manages the service and her professional development very effectively.

4.4 How effective are partnerships?

The child minder works very closely with parents. The child minder had very good relationships with parents and kept them informed about their child's care and development. Parents were very happy with the service and confirmed they were kept well informed about the service, their children's progress and any issues. We heard the child minder give a parent feedback on their child when they were collected. We saw that there were warm relationships and parents were very at ease with the child minder. Younger children's progress was recorded each day and parents were invited to contribute and add more information. The child minder had worked closely with parents to support sleep patterns, toilet training, social skills, language development and reading in preparation for school. Parents described her as *'very thoughtful', 'patient', 'relaxed', 'a very calming and relaxed influence' and 'a wonderful addition to my child's life'*. The child minder had good links with other child minders in the area. She had an arrangement with another child minder to provide emergency cover if necessary. She also met with child minders at other venues such as a soft play centre, a community centre and the local park. This enabled the child minder to support children's learning and development in other environments; to discuss issues and share good practice and to give the children opportunities to meet others.

The child minder has developed effective partnerships which benefit the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- In the statement of purpose, add more detail about the services offered and routines;
- in the complaints procedure, amend CIW details and clarify CIW's role in the complaint process;
- in the Child Protection Policy – add the local authority contact number;
- in the Child Not Collected procedure indicate the timescale for contacting the SSD department and include the SSD contact number;
- in the operational plan - update the maximum number of children and inspection frequency;
- further develop the quality of care review by including child friendly questionnaires or quotes from children and details of how you have addressed issues raised by CIW;
- access information about the Prevent Duty and include it in your policies; and
- ensure that fire drill records include the time the drill took place, the time taken to evacuate the building, children present and any issues encountered.

6. How we undertook this inspection

This was a full inspection, looking at all aspects of the service, undertaken as part of our normal schedule of inspections. We used the following methods:

- we looked at what we already knew about the service including the last inspection report and self-assessment documents completed by the child minder;
- one inspector visited, on 31 May 2018, from midday to early evening;
- we spoke to three children, one parent and the child minder;
- we viewed the parts of the premises and garden used for child minding;
- we observed children and the child minder in the home;
- we looked at a range of records and documents including contracts, the statement of purpose, daily diary, children's records, records of attendance, parent contracts, risk assessments, accident records, policies and procedures and the service's quality of care review report for 2017;
- we read through comments made in parent letters and cards given to the child minder;
- we spoke with the child minder about how she ran the service and her plans for the future; and
- we gave feedback on our findings to the child minder following the inspection.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Natasha Llewelyn
Registered maximum number of places	10
Age range of children	0 -12 years
Opening hours	7.30am – 5.30pm Monday - Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	08/09/2015
Dates of this inspection visit	31/05/2018
Is this a Flying Start service?	No
Is early years' education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	<p>This is a service that is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort in promoting the use of the Welsh language and culture</p> <p>We saw a good range of bi-lingual posters and materials and we heard a lot of incidental Welsh as the child minder incorporated Welsh language into activities with children.</p>
<p>Additional Information: The child minder understands basic Welsh as she was educated in a Welsh school. She can speak some Welsh and incorporates Welsh into activities and through songs. Her husband and children are bi-lingual.</p>	