



## Inspection Report

**Susan Lloyd**

**Llandysul**



### **Date Inspection Completed**

13/01/2022

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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	21 December 2016
Is this a Flying Start service?	No – However the setting provides Flying Start places when required.
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 people /children who use, or intend to use their service.

<u><a href="#">Well-being</a></u>	<b>Adequate</b>
<u><a href="#">Care and Development</a></u>	<b>Adequate</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Poor</b>

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

## **Summary**

Children speak and express themselves well. Children are settled and form positive emotional attachments. The children feel secure, happy and comfortable. The children are establishing positive bonds of affection. Children make some choices and are adequately listened to; most attempts at communication are valued. They are beginning to co-operate, take turns and share while younger children are beginning to develop a sense of right and wrong.

The child minder is consistent in her approach to behaviour management. The child minder sets realistic boundaries and uses appropriate sanctions taking into account the children's stage of development. The child minder is caring and responsive with children.

Children have access to furniture, equipment, toys and materials that are mostly appropriate and suitable for their needs. The environment is generally safe and reasonably well maintained indoors and outdoors.

The child minder does not always comply with all regulations relevant to leadership and management and does not always meet the National Minimum Standards for Regulated Childcare (NMS). On this occasion, we have issued priority action notices and areas for improvement. These are noted at the back of the report.

Children have an adequate voice, they have some opportunities to make choices and decisions about what affects them and which resources to use. However, their choices are limited because activities, such as colouring and crafts, are not always readily available. Children feel appropriately safe, happy and comfortable in the child minder's care. They are mostly content and settled and they sometimes show enjoyment, however they often lack stimulation. For example, the children enjoyed playing with the blocks and the cars, but after a while they became uninterested and restless. Children are beginning to form friendships with each other and are developing positive relationships with the child minder and her assistant.

Children speak or express themselves confidently as they receive an appropriate response/interaction. One child showed the assistant her hands and said clearly she wanted to wash them because she had some pen on them. The assistant acknowledged the child's request promptly and took them to the kitchen to wipe their hands.

Children are becoming familiar with routines. Interactions between the children and the child minder and her assistant are mostly positive, and children show some levels of interest and engagement in their play and learning. The assistant sat on the floor with the children, encouraging language development and colour recognition. Throughout the visit, children had free play opportunities; the children chose to play with jigsaws, trains and the building blocks, however their choices were limited.

Children are comfortable in the child minder's home. They play appropriately with the limited resources available and respond to the child minder confidently. The children are mainly well behaved, and interact in line with their age and stage of development. We heard giggling when a child played peekaboo. Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully. For example they feed themselves at lunch time. The children are sometimes encouraged and praised by the child minder whilst playing. Some children gain a sense of achievement from what they do and are eager to share their successes, such as when they manage to stack a few blocks.

Most children are confident to approach the child minder and her assistant if they are unhappy. Some children seek extra comfort and support, however, children who are unsettled or unhappy are not always comforted by the child minder or her assistant. Children respond positively to appropriate intervention. For example, when two children disagreed about a toy, the assistant helped them to remember whose turn it was and explained who was next. The children listened and played cooperatively. Most children share resources, negotiate, take turns and follow direction from the child minder and her assistant well, such as going to get the mat for a nappy change or going into the kitchen for

lunch. Many children develop their social skills well. For example, the children sit and enjoy meal and snack times together around the table in the kitchen with the child minder and her assistant who support their conversations and interactions.

The child minder and her assistant generally implement positive behaviour management strategies. They have a basic understanding and knowledge of child development and how this affects children's behaviour. They act as good role models most of the time. They remind children to be respectful of the toys and the assistant asked "*are we meant to be playing like that?*" The child minder's assistant also intervened and reminded the children not to hit when their play became too physical.

The child minder and her assistant sometimes implement appropriate cleaning and hygiene practices. They ensure that they wipe children's noses regularly and apply cream to those who have sore faces. They also sometimes wipe children's hands and the high chairs with baby wipes, for example, after the children have eaten lunch. However cleaning and hygiene procedures are not implemented consistently. They do not wear personal protective equipment such as gloves and aprons during nappy changing and do not always ensure that the children wash their hands thoroughly with warm soapy water before handling food.

The child minder prepares healthy lunches for the children including pasta, cheese and cucumber followed by yoghurt. The child minder explained to us that she provides the children with a snack in the morning and afternoon such as fruit or toast. However she did not keep a menu and explained that it depended what was available in the kitchen on the day. Following the inspection the child minder submitted an outline of a menu but referred to children having crisps and sweets. Therefore this did not consider the Welsh Government's best practice guidance Food and Nutrition for childcare settings when planning the children's meal choices.

The child minder has completed recent safeguarding training. They prioritise and understand their responsibilities to protect children. Children sleep strapped into pushchairs rather than using the cots available. The child minder explained that this was the parents' wishes, but had not obtained written parental permissions. During discussion of child protection scenarios, the child minder's assistant was able to discuss the process to follow if they had concerns about a child, but not when dealing with allegations made against the registered person (child minder).

They used some basic Welsh language with the children such as counting and colours, but the child minder does not provide the Active Offer of the Welsh language.

## **Environment**

**Adequate**

The child minder ensures that the environment is generally safe, secure and reasonably well maintained. She uses her main front living room as the children's playroom. This is

warm and comfortable. The child minder ensures that the younger children have access to an adequate range of toys. There are additional toys stored away. However there wasn't an extensive range of toys for the older, after school club children to choose from.

The child minder ensures that the indoor premises is warm, welcoming and child friendly; it provides a sufficient environment for children to play and rest. The environment is maintained adequately with satisfactory heating and ventilation dependant on the temperature. However, the play space was restrictive due to large pieces of furniture and did not encourage children to explore freely. Children often stumble over each other for example a young child tripped over another when trying to walk around the furniture to enter the play space. Children did not use the bright and spacious sunroom adjacent to the playroom during the inspection. The child minder provides a mainly suitable environment.

During our visit the child minder explained to us that she had recently received a grant and used this money to develop the outside area. In the play space outside there is a large lawn area with a large swing and slide play set. There is a new shaded patio area with a large sand pit and seating area. We did not see the children enjoy the outside play area although weather conditions would have permitted children to spend some play time outdoors. As a result, children missed opportunities to extend their knowledge and development in the outdoors.

The child minder uses basic systems to keep the environment safe and secure. Safety gates are in place where necessary. The basic risk assessments notes risks to check however they do not identify how risks are acted upon. The child minder had not recently reviewed them and had not practised fire drills with the children since 2021.

The children have access to a satisfactory variety of toys and equipment, which are clean and well-maintained. Children use either booster seats or highchairs when eating, which helps them to socialise with the other children. They use appropriate cutlery in line with the children's age and stage of development. We saw children playing with blocks, dolls, garage, cars, piano, till, play kitchen and jigsaws. We did not see any toys and resources that promote diversity and celebrate numerous cultures.

## **Leadership and Management**

**Poor**

We have issued Priority Action Notices and Areas of Improvement in relation to record keeping of staffing documents, supervision of children and minimising risks. The child minder has not acted on some of the recommendations from the last inspection. On our



arrival, the children were playing in the playroom while the child minder was outside the front of the premises and the child minder's assistant was in another room within the property.

The child minder has public liability insurance and has appropriate vehicle documents in place. However, she has not registered with the Information Commissioner's Office. The child minder has some basic policies and a brief tick sheet of potential risks was in place for the premises. The child protection policy is current and her knowledge and understanding of child protection procedures is accurate. The child minder provided us with a satisfactory Internet/IT policy, Complaints policy, Behaviour policy and a Lost/not-collected child policy after the inspection. However she does not review her policies regularly.

The child minder does not always ensure that she keeps appropriate records. At this inspection, we found that the child minder failed to keep all the required staffing records. For example, the child minder had not sought references for her staff before they started working with her and the staff did not receive regular supervision and appraisals to support her assistants with their role, learning and development and any performance problems that may arise. On our arrival to the setting the child minder did not initially keep a record of our visit to the setting. The child minder has a satisfactory and up to date statement of purpose which she reviewed following our inspection. The statement of purpose reflects the service provided. The child minder does not always store records safely for example staffing records were stored altogether in one file which was kept in the playroom on a bookshelf.

Communication and engagement with parents is adequate. The child minder generally keeps parents informed. However she only sends daily information sheets for very young babies and not for the younger children or toddlers. The child minder does not have a procedure in place for sharing information when there are concerns about children's progress or development because there are no records for the planning of activities or recording the developmental targets and needs of individual children.

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

- R1. Keep a record of visitors to the setting;
- R2. Ensure the safe storage of records and contact the information commissioner's office;
- R3. Develop the communication of information with parents regarding young children;
- R4. Consider developing a method for planning activities and recording the developmental targets and needs of individual children;
- R5. Improve hygiene practices;

- R6. Consider latest guidance to support children's safe sleeping practice;
- R7. Consider the Welsh Government's food and nutrition guidance for childcare settings;
- R8. Ensure sufficient use of play space and resources for older children.

### 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
20	The registered person did not follow the service's policies and procedures to ensure that children are always closely supervised at all times. The registered person did not ensure that every person who works on the relevant premises and has regular contact with relevant children, is suitable to have contact with children.	New
25	The registered person is not compliant with regulation 25: Hazards and Safety.	New

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.

<b>Area(s) for Improvement</b>		
<b>Regulation</b>	<b>Summary</b>	<b>Status</b>
29	The registered person has not ensured that the care assistants receive appropriate supervision and appraisals.	New
15	The Statement of Purpose did not contain all of the information required by the regulations.	Achieved

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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