



## Inspection Report

**Emma Lanham**

**Llanelli**



### **Date Inspection Completed**

19/09/2024

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	19 June 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Children confidently communicate their wishes, and their needs are fully considered. They have good opportunities to make choices and their interests are valued. Children feel happy and settled. They are active in their play and express excitement whilst developing their independence skills.

The child minder implements robust policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She effectively manages risks and is knowledgeable in her responsibilities to protect children. The child minder plans a range of purposeful and exciting activities and ensures children are supported well in their learning.

The child minder has purposeful risk assessments in place to keep children safe. Her indoor and outdoor environments are secure and very well maintained. The child minder ensures the environment is inviting and offers a range of stimulating resources which are age appropriate.

The child minder has a good understanding of regulatory requirements and ensures her mandatory and professional training are maintained regularly. She has established strong partnerships with parents and works hard to ensure children are nurtured within a safe, happy and stimulating home environment.

**Well-being**

**Good**

Children communicate their wishes very well and their needs are considered. They have good opportunities to make choices and their opinions are valued. For instance, children confidently make decisions around snacks, such as asking the child minder for certain sandwich fillers, and they feel comfortable to say when they have had enough. Children move freely around the indoor play space and have easy access to all resources. For example, older children happily explore the playroom area and help themselves to resources such as games, puzzles and books.

Children feel secure and safe. They are happy, settled, and comfortable in their environment. Young babies enjoy the consistency of the daily routine, and this supports their individual needs. Older children adapt quickly to having visitors around and during our visit, children happily shared their news of their school day. They talk enthusiastically about the foods they like having such as watermelon, yoghurts and cheeses. Children enjoy the relaxed atmosphere. For instance, after they wash their hands, they are eager to sit at the table for their tea. They enjoy the familiar routine of their time at the child minder's home and know they can play in the dedicated playroom, relax in the child minder's lounge or explore the enclosed outdoors.

Older children interact consistently, cooperating effectively with each other and engaging well during everyday activities and tasks such as tidying up. They chat excitedly about what and where they plan to play and collaborate respectfully with each other as they decide the order of their play. For example, we heard a child ask another, "*shall we do this first and then we'll play with that?*" Children have a sense of belonging and are excited to spend time with the child minder, having formed close relationships with her. Young babies enjoy the closeness of the child minder and respond with gurgles, smiles and open arms.

Children are engaged and are active in their play. They enjoy the autonomy to choose their play and the range of resources and opportunities within the main playroom. For example, young children enjoy role play as they interact happily at the ice cream station. They chat and laugh openly as they come up with combinations of ice-cream, sauces and sprinkles. Older children show excitement as they receive a new catalogue of toys and talk about writing lists. Young babies enjoy the relaxed sessions on the play mat as they explore sensory and musical toys. Older children say they "*really love*" their time at the child minder's because they can relax and look forward to doing lovely things. For instance, they enjoy the outdoor resources such as the swing, slide, giant puzzle and sand and water play.

Children experience age-appropriate activities and a range of purposeful resources, enabling them to confidently follow their own interests. Older children are independent, doing things for themselves, and are role models for younger children, who observe and copy their older peers. Children demonstrate good manners and are polite. They develop their independence by going to the bathroom and are confident using the toilet and washing their hands. Children learn to care for living things and they enjoy the independence and responsibility of looking after the pet hamster who lives in the playroom.

**Care and Development**

**Excellent**

The child minder understands and implements comprehensive policies and procedures to promote the children's well-being, physical activities, and personal safety. She effectively identifies and actively manages risks, giving consistent responses to the children in her care to keep them safe. The child minder fully understands her responsibilities to protect the children, and she keeps her safeguarding policy and procedures reviewed. She follows robust nappy changing procedures to ensure children are given privacy and dignity. The child minder promotes hygiene practices demonstrating hand washing frequently throughout the day. She also teaches children to understand why this is important. For instance, as children arrive from school and prepare for their tea, the child minder reminds the children of the importance of handwashing before they sit down to eat. The child minder has carefully practiced routines for managing allergies if required and is very knowledgeable regarding food safety procedures. She keeps clear records of all accidents ensuring information is signed by parents to acknowledge the information. The child minder is aware of children's additional learning needs and is trained to support specific medical and individual needs such as diabetes. She keeps an emergency "hypo kit" in place, and medication records are maintained.

Interactions between the child minder and children are consistently positive, demonstrating warmth, kindness, and respect. The child minder is sensitive to the needs and experiences of children and supports their individual development with interest. For instance, during lunch, she said, "*are you getting tired, have you finished?*", before asking their permission to wipe their faces. She has established strong bonds with the children and consistently ensures she is close by to support children's development. For example, during free play, the child minder ensures older children think about what they are doing and promotes sharing. The child minder is an excellent role model and provides a happy learning and nurturing environment. She encourages children in what they do and openly offers praise such as, "*Well done,*" "*Yes, that's it.*" The child minder also encourages the children to say "*please*" and "*thank you.*"

The child minder promotes children's play, learning and development, by ensuring children participate in an extensive range of interesting and stimulating play opportunities. She knows the children very well and therefore plans exciting activities around their interests such as dough, small world play and sorting games. The child minder's play spaces are purposefully set out, providing opportunities for memorable activities. She observes children carefully and keeps records of their individual development, tracking achievements and evidencing through photographs. She plans visits which are meaningful and valuable, such as trips to the beach, park and to the supermarket, where the children participate in the planning and shopping processes.

The child minder has effective measures in place to ensure the safety of children in her care. She offers a safe environment, both indoors and outdoors, for instance, she has fitted a security doorbell camera and locks the front and back doors. The child minder's home is welcoming and very well maintained. She keeps a comprehensive file of required safety documents. These include valid heating certificates and purposeful health and safety policies, which are reviewed and updated annually. The child minder ensures regular fire drills are carried out in line with the fire risk assessment and evacuation process. She has purposeful and reviewed risk assessments in place, such as a school run risk assessment. When risk assessing, she considers the benefits of risky play opportunities for children. The childminder ensures the suitability of her vehicle to transport children. The child minder keeps a visitors' log and documents children's attendance, ensuring they are signed in and out of the setting.

The child minder provides a lovely indoor play environment in which children move freely. She has carefully designed a purposeful open playroom for the sole use of the children. Her comfortable lounge area also offers a calm environment for children to relax, and for babies to explore and move around safely. The child minder's kitchen area is immaculate and safe. She provides a large table, chairs and highchair, where children can sit at the table to enjoy their mealtimes. The childminder ensures the areas which are out of bounds are separated with safety gates such as the upstairs and utility areas. She ensures younger children are accompanied when they access the downstairs toilet. The child minder offers a very large, safe outdoor space which the children use as often as possible. She has developed this area to provide a range of interesting areas. For example, seating for outdoor picnics, paths for riding bikes and age-appropriate equipment for playing, relaxing, exploring and extending their physical skills. The garden's fruit trees also offer shade and the fruits which are produced and the vegetables they grow in the vegetable patch provide opportunities for children to cook and bake with the child minder. The outdoor area is secure, and side gates are always locked.

The child minder offers a wide range of high-quality play resources such as role play, kitchen, small table and chairs. The child minder offers opportunities and experiences for children to develop their imaginative play, creativity and a sense of belonging. She ensures children have easy access to all resources that are in well organised storage units. She labels storage baskets with pictures of the contents, such as dolls, trains, and musical instruments to enable children to find things easily and promote their independence. She offers shelves filled with paints and art supplies. The child minder rotates resources depending on the thematic work and children's interests. She ensures the environment is decorated with a range of purposeful displays such as the children's own artwork.

## **Leadership and Management**

**Good**

The child minder has a good understanding of regulatory requirements. She keeps her statement of purpose, policies and procedures under review ensuring they meet national

minimum standards and current guidance These are reviewed annually or as and when required. The child minder consistently ensures requirements are met, such as valid public liability insurance and suitability checks for household members. She keeps detailed and organised paperwork. For example, children's registration files and development records. She ensures she reviews documents regularly and relevant parental consent are completed.

The child minder completes an annual quality-of-care report which reflects the improvements made to her service and new targets to be achieved. We saw evidence of the feedback the child minder collects from parents and children, and she confirmed these views will be included in the next report. The child minder considers the feedback carefully to maintain standards, implement improvements and ensure further developments to benefit the children in her care.

The child minder ensures her mandatory training is kept up to date such as food safety and paediatric first aid. She also confirmed her place on the advanced safeguarding training later this year. The child minder ensures her own continuous professional development is maintained and has a clear training programme. For example, she has completed her play work qualification since the last inspection to enhance older children's experiences. She is committed to attending courses and webinars on subjects such as loose parts and sign language. The child minder works hard to ensure children are nurtured within a safe and stimulating home environment.

The child minder provides a safe and reliable school pick up service and has established strong partnerships with parents and the school. She communicates regularly with parents using confidential social media platforms. The child minder continually develops her provision to enhance children's experiences. She is committed to improving her provision through the support she receives from umbrella organisations. For instance, the child minder told us the next project is to refurbish the playroom where the children are part of the planning, design and discussions around the layout and resources.



### 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.

### Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	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)
	No NMS Recommendations were identified at this inspection

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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