



Inspection Report

Emma Lyddon

Llanelli



Date Inspection Completed

18/06/2024

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	04 June 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing the '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>	Excellent
<u>Leadership and Management</u>	Good

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

Summary

Children are very happy and relaxed with the child minder. They are extremely confident and feel happy, safe, and secure to explore. Children's interactions are positive. They thoroughly enjoy their play and learning opportunities and lead their own play. Children have excellent opportunities to develop independence skills.

The child minder has an excellent understanding of her responsibilities to keep children safe and healthy. She interacts with the children exceptionally well. The child minder is a very good role model and effectively supports and enhances the children's play and learning opportunities.

The child minder's home is very clean and very well maintained. The child minder creates an excellent enabling environment that is child friendly and homely both indoors and outdoors. There are a range of excellent quality resources suitable for the ages and stages of children's development.

The child minder runs a very well organised setting, where she strives for positive outcomes for children and their families. She understands her regulatory responsibilities and regularly reviews the quality of the care of the service. Partnerships are effective.

Well-being

Excellent

Children are very happy and relaxed with the child minder. They have an extremely strong voice and confidently make choices about how they spend their time. For example, they choose to play with the water play resources, messy creative play, and the mud kitchen resources. Children communicate confidently. They interact with the child minder constantly either through words and phrases or by gestures and nonverbal cues. Children have excellent opportunities to ensure their preferences and opinions are respected. For example, they told the child minder that they wanted to wash their hands in the sink rather than use a wipe, and they chose whether they wanted their fruits cut up or not.

Children feel happy, safe, and secure to explore the areas and resources available with great confidence. They are extremely well settled at the setting from a young age and feel free to move around the indoor and outdoor areas. For example, a young child decided to sit in the dinosaur tray with cornflakes and older children freely accessed the new playdough pots to make a rainbow. Children feel a sense of pride and achievement. They smiled as they were given a sticker for making models with playdough and eating well. Children are very familiar with their routines of the day, and they have developed a strong sense of security and belonging. They smile at the child minder as they play and run to her for spontaneous cuddles.

Children's interactions are extremely positive. They play remarkably well alongside each other for their ages and stages of development. For example, they shared role play kitchen resources, such as a mixing bowl and the oven to make a curry. Children respond exceptionally well to the interactions with the child minder. They share stories with the child minder about their friends and family, and foods they like to eat, such as jam on their toast.

Children thoroughly enjoy their play and learning opportunities. They benefit from an excellent range of activities and resources. They are curious and self-motivated to explore new experiences. For example, they all spent time exploring the outdoor area where they helped themselves to pots and magnifying glasses to go on a bug hunt. Children thrive as they feel proud of their achievements. For example, they successfully made the shape of the first initial of their name with water and a brush, and shouted, "*I did it!!*" as they happily celebrated with the child minder. Children concentrate for a substantial amount of time for their ages and stages of development. They used magnetic fishing rods to seek the numbers in the water tray, whilst others were riding their ride-on toys and made shapes with foam in the tuff tray.

Children have excellent opportunities to develop independence and self-help skills which allows them to do things for themselves. For example, older children use the bathroom and wash their hands independently. They successfully copy coloured patterns and name colours in Welsh. Children successfully manage to use their independence skills through play, where they use colours and paint brushes to make marks and letters. They manage to pour water and use balancing skills with the climbing resources and bikes provided.

Care and Development

Excellent

The child minder has an excellent understanding of her responsibilities to keep children safe and healthy. She has an advanced level safeguarding training in line with the requirements of the National Minimum Standards and has a very good understanding of her policies and procedures in relation to safeguarding and keeping children safe. There is a record of children's attendance, and all incidents, accidents and medication records are signed by the child minder and parents. The child minder follows effective hygiene procedures in relation to food preparation. She follows the setting's nappy changing policy, wearing appropriate personal protective equipment (PPE), and these are changed, and areas sanitised between each child. She promotes a healthy lifestyle ensuring the children have plenty of fresh air and exercise. The child minder makes sure children are protected from the sun's rays before going outdoors.

The child minder interacts with the children exceptionally well. She is calm, patient, and caring. The child minder manages behaviours skilfully using gentle interactions and clear explanations to children. She uses distraction methods and lots of praise to reinforce good behaviours. She encouraged a young child to source resources from a cupboard outdoors by saying *"You can do it!"* and tells children *"You're so clever"* when they managed to paint the walls with brushes and water. This resulted in the child beaming with smiles. The child minder is a very good role model. She encourages children to say 'please' and 'thank you' as they receive their lunch which is respected and acted upon by children.

The child minder effectively supports the children's play and learning. She provides a play-based setting where children can follow their own interests and lead their own play. She has a record of planning and activities that happen in the moment and seasonal and celebrational craft activities. She enhances the learning areas that extend the children's skills and creativity. In play she extends the children's ideas by offering jugs, real life utensils and pans with herbs, natural resources and chalks and paints. The child minder promotes Welsh language by discussing colours in Welsh when discussing colours of ribbons alongside a butterfly and puzzle activity. She enhances their vocabulary by singing Welsh and English songs to them. For example, they sang 'Pump Mwnci Bach', 'Five little ducks' and 'Hop little bunnies.' She encourages children to listen to stories such as the picture and word books on butterflies and caterpillars. The child minder knows the children very well. She uses assessment tools and observation to track children's progress and ensures their developmental next steps are enhanced and embedded. She further enhances children's knowledge and understanding of the wider world through trips and outings which include weekly forest and nature outings. The child minder has a good knowledge and understanding of additional learning needs and knows where to access support if needed.

Environment

Excellent

The child minder's home is very clean and very well maintained. It is safe and secure with external doors locked. Safety features such as baby gates are in place indoors and outdoors to keep children safe, minimising potential risks to children. The child minder keeps a record of visitors to the property. She has robust comprehensive health and safety policies and risk assessments to identify and eliminate any risks so far as possible, which are regularly reviewed. The child minder ensures that maintenance checks are regularly conducted. There is a very detailed fire risk assessment and fire drills are implemented regularly.

The child minder creates an excellent enabling environment that is child friendly and homely both indoors and outdoors. Children access a suitably sized dining and play area for eating, arts, crafts, role play, learning and baking. There is a downstairs toilet which is accessible to the play area indoors. The environment is organised to increase the children's independence skills. The child minder has organised the outdoor areas excellently. It successfully creates a highly stimulating environment where children can play and learn in all weather conditions. The area promotes children's well-being and feelings of belonging very well. Within the outdoor learning shed, there is a cosy atmosphere, where children can see a display of their own craft work and pictures of themselves. There is an area for messy play and a garden area where children can develop their physical and independence skills and a wealth of stimulating resources to fully enhance their curiosity and exploration skills.

There are a range of excellent quality resources suitable for the ages and stages of children's development. Indoors, resources include Welsh and English books, a role play kitchen area with props; craft and puzzles, as well as sensory play activities which are all accessible to children. The child minder ensures children have an extensive amount of play and learning resources outdoors which enhance and develop children's physical skills and curiosity to enhance their learning. These include push along toys and bikes and climbing apparatus. Under the sheltered area, there are a large number of measuring jugs and resources that are accessible to the children as they play in a large mud kitchen and water play area. In the play shed, there are an array of crafts, a relaxation area, books, and loose parts to enhance their play. There is a messy play area where children can use letters, numbers and natural resources, herbs, and real-life utensils to enhance their learning. Within the garden, there are small world play opportunities where children can play with sand, farm toys and resources, trucks, and diggers as well as larger loose parts. There are climbing and swing areas as well as chickens for older children to feed. The child minder embraces opportunities for children to visit the local area. For example, she takes them to a forest school facility for a Welly Wednesday trip to the Botanic Gardens where children can further explore and enhance their experiences of the outdoors. The child minder provides books and resources that promote the children's awareness of different cultures and diversity.

Leadership and Management

Good

The child minder runs a very well organised setting, where she strives for excellent outcomes for children and their families. Paperwork is organised and regularly reviewed. The child minder has a comprehensive range of good policies to support the safe and smooth running of her setting. She has made amendments to the safeguarding policy to include the prevent duty and online safety during inspection. The statement of purpose complies with regulation and is a very good reflection of the setting.

The child minder understands her responsibility to review her practice. She seeks the views of children, parents, and other professionals to inform her of positive and excellent practices. The child minder identifies ways to improve and develop her setting by creating targets to improve Welsh language, sense of belonging, outdoors, policy review and safety checks. Many of these are already embedded and implemented, and the previous targets made for the last quality of care review were fully achieved and embedded.

The child minder is a very well qualified childcare practitioner, and she ensures all mandatory training is up to date for paediatric first aid, advanced safeguarding, and food hygiene. She is also committed to continuous professional development and has undertaken training for forest school outings. The child minder ensures that she and all current household members have Disclosure and Barring Service (DBS) certificates in place.

Partnerships are very good. She works with other professionals to enhance the outdoor play experiences of children and meets other child minders to enhance the children's social skills and experiences. The child minder takes children on various outings which include the library, parks, toddler groups, beach and has visited the local fire station. She works in partnerships with medical and other professionals to support children with additional learning needs. Partnerships with parents are very positive. She ensures parents are aware of their children's development needs and attainments through communication via a webform app. Parents feel that the childcare provision is excellent. They feel that Emma's passion for providing the best opportunities for children is unique and always plans appropriate and child-focused activities for them. Parents believe that their children are very happy at the child-minding setting and that she is an amazing child minder.

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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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
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.

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