



Childcare Inspection Report on

Emma Lyddon

Llanelli



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Description of the service

Emma Lyddon has been registered since 2017 and commenced child minding in January 2018. Care is provided from her semi detached house in the Cross Hands area of Llanelli, Carmarthenshire between the hours of 8:00am and 6:00pm Monday to Friday. She is currently registered to care for up to six children aged between birth and 12 years. The service operates through the English language, with occasional Welsh used.

Summary of our findings

1. Overall assessment

Children using this service are happy, listened to and cared for by a competent, experienced, patient, and innovative child minder. Children have a strong voice. They are suitably safe, happy and valued and have plentiful opportunities to take part in a variety of planned activities, whilst they also enjoy periods of free play. Children make excellent progress and are becoming independent in many tasks. The child minder is caring and attentive and diligently follows her service's policies and procedures which are regularly updated and reviewed. The child minder has an excellent knowledge of child development and uses this knowledge to effectively support children to learn. The child minder consistently tracks children's development. Leadership is strong as the child minder is proactive and compliant with the regulations and national minimum standards.

2. Improvements

- New toys, resources and a play shed have been purchased;
- updated information and knowledge relating to 'Prevent Duty and GDPR and
- updated policies and procedures with Care Inspectorate Wales (CIW) new contact telephone number.

3. Requirements and recommendations

None

1. Well-being

Summary

Overall, Care Inspectorate Wales (CIW) found that children are settled and happy at this service. They enjoy a variety of play activities with the child minder in her home and garden and at other locations, such as the park, library, beach and forests as well as participate in mother and child groups, and meet regularly with other children and child minders. Children are highly engaged and active and are enabled to take part in a range of play and learning experiences that encourage them to develop holistically. We found that children are listened to, valued and are encouraged to develop independence. Children experience warmth and kindness, are stimulated and motivated to play with a range of resources and are able to speak and express themselves openly and confidently. Children at this service very much enjoy their time there. Children's individual needs are met and are very well supported.

Our findings

1.1 To what extent do children have a voice?

Children make appropriate choices, their decisions are listened to and they speak and express themselves confidently.

Children choose and were able to decide for themselves if they wished to take part in activities that interested them. We saw that whilst some children role played with the mud kitchen and utensils others played on the swings, rode on bikes, whilst one child made pictures by squashing blackberries. They also had choices indoors with free play and structured activities. They were seen enjoying themselves making a rainbow in a bottle. They concentrated hard as they placed their items into the bottle and were delighted with their end result. The children were also inspired to choose which outings they wished to go on together. We heard them chatting excitedly about the outings they had been on to various parks, beaches and their favourite 'Forest School' outings. This developed their thinking even further as they played outdoors in the garden by naming and planting herbs, picking blackberries and building dens. Children were able to speak and express themselves confidently during their play, expressing their wishes and feelings. The children choose which pictures and decorations to place on their play shed walls and were left to try ideas out for themselves giving the children a sense of ownership and purpose. They experimented making a cake out of stones, mud, leaves and water. The child minder only became involved at the children's request or when they needed something. We saw that these first hand experiences and natural opportunities built on their curiosity. The children were delighted to show us photographs of activities both they and their friends had been involved in. They laughed as they sang a song that included chiffon scarves which they waved up and down and sideways and placed over their head. They also named the colours of the scarves bilingually. They maintained interest in their chosen activities whilst having lots of fun.

Children have a very strong voice at this service, express their opinions confidently and decide what they want to do.

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

Children form positive emotional attachments, feel safe and relaxed and know that their feelings and any concerns are taken into account.

Children were confident and secure with the child minder and were relaxed in each others company. Children played happily in the living room and outdoors in the garden with a variety of toys, equipment and art and craft resources. Children smiled when the child minder praised them for their wonderful and creative art work saying 'Well done'. They were happy to show off their creations with us and were excited to show their parents their hand made a 'rainbow in bottle. Children showed that they had positive attachments with the child minder as they approached her for chats, cuddles and involved her in their play ideas.

Children feel suitably safe, happy, motivated, valued and are settled, relaxed and have formed obvious bonds of affection with the child minder.

1.3 How well do children interact?

Children are learning to co-operate, take turns and manage their behaviour.

Children were confident and took turns to share toys and resources with each other. They shared the art and craft materials, books, and toy tractors. We heard children saying please and thank you, without prompting. The children interacted positively with one another and the child minder. Children were co-operative by listening to the child minders' suggestions and requests, such as letting them know their boundaries of acceptable behaviour when moving between playing from one place to another. For example encouraging sharing and quiet time for each other.

Children's behaviour and interaction is very positive at the service.

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

Children take part in a range of play activities and experiences that interest them.

During our visit, children were enjoying their activities immensely. They laughed and giggled and shared stories, toys and craft materials with each other. They had many free play opportunities. One child was engrossed in picking blackberries then placed them between papers and squashed them with a toy hammer to make a picture. Another child was engaged in pretend play with mud, leaves, seeds, water and poured items into a pretend cooker and a saucepan placing them on the mud kitchen. Others enjoyed playing on ride on toys and with sand filling up buckets and making shapes. They played confidently and independently whilst involved in free play. Children showed that they could focus on an activity for a lengthy amount of time, evidently because they were enjoying the play they were involved in. They said how they enjoyed going out and about and going to the park. One child said "We all like going out into the garden as well as we have fun there'. There was ample toys and outdoor

equipment available for children to access a variety of physical activities as well as creative ideas. These involved books, games, a home corner, dolls, small world toys to name but a few. The children were very excited to tell us about having picnics in the willow tree den.

Children enjoy their time with the child minder very much and take part in play based activities which are interesting, stimulating, challenging and exciting.

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

Children develop a range of skills and have varied opportunities to practise doing things independently.

Children had benefitted from opportunities to develop skills, their knowledge and understanding through their play and whilst on various outings in the local community. Children had taken part in activities at the beach, parks, libraries, soft play zones, woods and local toddler groups. They spoke about their visits saying with excitement and smiling faces how they had enjoyed them. They said they were looking forward to going to the park later today. Older children carried out independent tasks whilst younger children were assisted when necessary. They followed good hygiene practise washing their hands. The children spoke about being able to help make lunch and helped to lay the table, as well as tidied up together. They evidently thrived on being able to follow through their own ideas.

Children learn and develop their independence very well.

2. Care and Development

Summary

Children who attend this service benefit from a competent and caring child minder who is committed to providing a stimulating and resourceful environment. The child minder is very experienced to carry out her role.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder follows safe practices and promotes healthy eating.

A comprehensive child protection policy was in place and the child minder knew of the procedures to follow if she had cause for concern. The child minder had undertaken child protection training on line and was aware of the 'Prevent' strategy. Further training had been undertaken to include first aid training in July 2017. The child minder's accident, incident and medication records were fully completed. Records confirmed that fire drills were practised routinely and smoke alarms tested. There were consents in place for emergency medical treatment, consents on record of permissions for children to be taken in the child minder's car, for excursions, the use of sun cream, photographs and many others. The child minder told us that she ensured that the children had plenty of fresh air and physical activity in all weathers by taking them on walks and many other visits. Visitors were recorded in the child minder's visitors' book and the house was secure from unauthorised access. Meals were prepared for children and the child minder encouraged healthy eating. The child minder had completed training in Food Safety and Hygiene in October 2017 and also in Home Based Childcare.

Children are kept safe, well cared for and their physical health is promoted.

2.2 How well do practitioners manage interactions?

The child minder is an excellent role model and uses positive behaviour methods.

The child minder spoke to the children in a quiet, friendly manner and constantly listened and talked to them to make suggestions in their play or encourage conversation. She was calm, warm and attentive towards the children giving them reassurance and cuddles when they approached her and by spending time showing an interest in their art and craft creations whilst engaging in their play. The child minder's behaviour policy described positive behaviour techniques, which she was seen to use with the children such as effective use of praise. Distraction techniques were used to good effect when children became a little boisterous. For example, "Shall we do something nice together?" to which the children responded positively and decided that they would like to sing songs and/or listen to a story.

The child minder manages interactions skilfully and very effectively.

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

Children benefit from an experienced child minder who provides a range of stimulating activities to further their development and ensure that they have fun whilst learning through play.

The child minder planned regular activities that met children's needs and this included regular outings. Photographs clearly showed children involved in an excellent range of play experiences including, cooking, sand and water play, social interactions with other children out and about on outings, books, games, construction toys, jigsaws, ride on toys, and dressing up to name but a few. The child minder embraced all ideas and suggestions children made, which she said tended to be followed through depending on what the children were showing an interest in at the time. During children's play, the child minder skilfully helped to develop the children's thinking skills. For instance, when the children were playing they named colours and spoke about rainbows. They said 'the sky is blue' so used blue coloured beads to create the sky and used white cotton wool balls as clouds. They practised placing the ingredients into their bottles using a funnel and held scissors to cut up coloured ribbon depicting a rainbow, as well as using glitter to make it sparkle. One child responded "Look its sparkly now" as they all shook their bottle vigorously to mix the ingredients all together.

Children's development records showed that the activities the child minder undertook with children had clear outcomes and that they learned through play. The observations of these activities were used to assist her in the completion of the Foundation Phase Profile forms, which helped to track their development. The child minder skilfully supported and encouraged children to think for themselves and to follow through their ideas so as to 'have a go'. The child minder ensured that the children's needs were attended to. For example, those that were potty training were regularly reminded of the need to let her know when they needed the potty. Children clearly benefitted from attending and there was evidence that children were making good progress as a result of the activities on offer.

The child minder plans excellent, interesting and stimulating activities that promotes children's play and development.

3. Environment

Summary

The child minder ensures that the premises are safe, clean and suitable for the children. The living room and garden are used in the main for child minding. The garden is safe and secure and has a range of outdoor toys as well as a lawn area.

Our findings

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

Children are cared for in a safe and homely environment.

The door was locked to prevent access from unwanted visitors and a visitors' book was in place. The child minder had developed excellent risk assessments for the areas of the house that were used for child minding purposes and control measures were put in place to minimise the risk of hazards to children whilst playing outdoors in the garden and on outings. The child minder was aware that younger children needed close supervision whilst in the garden due to a raised wall from the path to the grass area, which could result in younger children falling over. The child minder had followed her risk assessments and had updated the records when necessary or when maintenance had been carried out. Safety gates were in situ to the entrance to the kitchen and hallway through to the living room.

The child minder has effective risk management procedures in place that keep children safe.

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

The child minder ensures the premises are welcoming, suitable and well maintained and decorated.

The child minder provided a warm and welcoming environment which was homely, comfortable, clean, bright, child focused and cheerful. Children spent their time in the living room/dining area as well as having access to the garden which they particularly liked, especially with their new play shed which hosted a multitude of natural materials and play opportunities. The play shed was adorned with the children's art work, with easy access to toys equipment and natural resources. Outside hosted a mud kitchen, swings, climbing frame and slide and access to ride on toys, a large chalk board fixed to the wall, sand water and experimental play items. The environment was stimulating in which children were kept safe. Both the garden and living room were equipped with child sized furniture and contained many toys and resources, some of which were placed on the floor for the children to use and other items were stored in storage units. We saw that the children were very familiar as to where items were kept and could ask for them as necessary. The children present at the time of the visit were seen to access resources by themselves, which showed that they knew what was available to them.

There is sufficient space and excellent wide ranging resources to meet the needs of children.

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

The child minder ensures children have access to suitable equipment and resources.

The child minder offers a suitable range of good quality resources and equipment for the children to use. This included craft materials, multi-cultural toys, and a wide range of age appropriate toys. Those seen were in excellent condition and in good working order. The garden had shaded areas and a willow tree den. The child minder told us that she replaced toys whenever they were worn or broken and closely observed the children in their play to understand their preferences.

The child minder appropriately ensures that the toys and equipment promote children's curiosity and interest.

4. Leadership and Management

Summary

The child minder has a secure knowledge of the regulations and national minimum standards. She is dedicated to developing professionally and to managing a successful child care business.

Our findings

4.1 How effective is leadership?

The child minder provides a service that is compliant with the regulations and in many areas exceeds the national minimum standards.

The child minder had current public liability insurance, business cover on her car insurance and had registered with the Information Commissioner's Office (ICO) as a handler of personal data. Her policies had been regularly reviewed and dated. Documents and records had been diligently completed. The child minder had a comprehensive statement of purpose in place that accurately reflected the service that she provided to parents.

Leadership at this service is very effective.

4.2 How effective is self evaluation and planning for improvement?

The child minder has developed a system for reviewing and improving the service that she provides.

The child minder has started her quality of care review for 2017 and 2018 with the report in process of completion. Parents and children had been consulted on their views of the service that she provided. The child minder evidenced through photographs and notes made what she had experienced through the year with the responses that had been gathered through the questionnaires issued and their verbal feedback. Parents responses were very positive as were the children's. Praise and recommendation was also given to the child minder for her excellent care.

The child minder has a good system in place for self-evaluation and planning for improvement.

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

The child minder is committed to professional development.

The child minder is proactive about continuing training having trained in 'Forest Schools', Child Protection, 'Prevent Duty' and Food Hygiene. The child minder understands the Foundation Phase and intended to enrol onto a Level three child minding training course. The child minder had obtained the necessary DBS checks for herself and household member. The children's attendance records showed that the child minder did not exceed her conditions of registration by caring for more children

than registered for. New toys and resources had been bought as necessary or when children displayed an interest in something.

The child minder manages her business excellently to ensure good outcomes for children.

4.4 How effective are partnerships?

Parents are kept informed about their children's wellbeing and progress.

The child minder said that she gave meeting with parents 'top priority' before arranging a placement so as to ensure that she was the right person to care for their child. She discussed with them her policies and procedures and outlined the kind of service she provided prior to starting. Children were able to attend settling in sessions to ease the transition away from their parents. The child minder kept Information about the children which included each child's likes, dislikes and allergies, any healthcare needs. We saw that various parental permissions had been obtained for example emergency treatment and transport in her vehicle. The child minder uses a social media website that enhances communication with parents. Parents received daily feedback that outlined the children's emotions and behaviour, health and appetite and the activities that they took part in. This ensured that parents received detailed feedback about how their child had been each day. In addition each child had a portfolio of their work, photographs of activities that they had been involved in and a termly developmental progress report. Comments made by parents were that these were wonderful to see and gave them lots of information and memories of their child's time with the child minder.

The child minder has very positive partnerships with parents and is committed to working together for the children's wellbeing.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None as this was their first inspection since registration.

5.2 Recommendations for improvement

None

6. How we undertook this inspection

The inspection took place over four hours conducted on 03 September 2018 by one inspector. This was an inspection as part of the planned schedule.

- We made general observations of the interactions between the child minder and the children attending the service;
- we viewed records including: the children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose;
- we performed a visual inspection of the rooms of the areas used by the service;
- we gave parent and children's questionnaires for completion and
- gave feedback and ratings to the child minder on 04 September 2018.

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

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Emma Lyddon
Registered maximum number of places	6
Age range of children	0 - 12 years
Opening hours	8:00am to 6:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection following registration
Dates of this inspection visit	03 September 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?	No. 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. We recommend that the service provider considers Welsh Government's More 'Than Just Words follow on strategic guidance for Welsh language in social care'. However, children are introduced to the Welsh language through basic vocabulary and books.
Additional Information:	