



# Childcare Inspection Report on

**Janet Llewellyn**

**Pontypridd**



**Date Inspection Completed**

22/05/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<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

## Description of the service

Janet Llewellyn, was registered in 2004. She cares for a maximum of eight children aged under 12 years from her home in Pontypridd. The service operates Monday to Friday from 7:00am to 6:00pm. The main language of the service is English.

### Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

#### 1. Overall assessment

Overall, we Care Inspectorate Wales (CIW) found that children are happy and settled with the child minder. They enjoy their play activities and interact well. Children are cared for by an experienced and caring child minder. They are cared for in a comfortable environment and have access to a range of resources. The child minder manages her business well and has good partnerships.

#### 2. Improvements

None.

#### 3. Requirements and recommendations

We also made some recommendations, which are detailed at the end of this report.

## **1. Well-being**

**Good**

### **Summary**

Children have a clear voice and feel safe and happy at this service. They interact well and have a good relationship with the child minder. They enjoy their play and learning and have opportunities to develop their independence.

### **Our findings**

Children, throughout the inspection, had free play opportunities. They decided before school to paint after school and the craft items were prepared in advance for them. Children choose what they wanted as a snack and decided what colour cup to have their drink of water in. Children confidently asked for various paint colours and new pieces of paper and the children choose what to paint.

Children were happy and relaxed. They had a good relationship with the child minder, they were confident and comfortable in her care. We saw children confidently approach the child minder to ask for support and for play resources. A child received affection when leaving the child minder's care.

Children interacted well with each other and they shared and took turns. For example they took turns with the water container to wash their brushes and shared each other's paint trays. Children's behaviour was good, however, we did not hear them use good manners such as 'please' and 'thank you' voluntarily. We saw one child help a younger child clear the table to prepare for their painting activity.

Children thoroughly enjoyed their painting activity. They told us that it was their favourite pastime. They told us that they also liked visiting the park and had fun collecting cones, leaves and twigs at the forest park. One child enthusiastically told us that their painting was of the characters of a new electronic game. Children had access to a good range of play resources such as craft activities, role play items, cars, books and games.

Children independently washed their hands before snack time, with the child minder on hand to offer support if necessary. They used paper towels to dry their hands which they put into a bin after use. Children helped themselves to their drink of water and ate their snack independently. Children excitedly problem solved when they needed orange paint, they worked out, with the child minder's help, which colours to mix to make the orange print. They told us that they liked visiting the child minder.

## **2. Care and Development**

**Good**

### **Summary**

The child minder keeps children safe and healthy. She manages children's interactions in a kind and caring manner and promotes their learning and development well.

## **Our findings**

The child minder was aware of her duties and responsibilities to report any safeguarding concerns and was familiar with the radicalisation and prevent duty guidance. The child minder told us that she was aware of the children's needs such as their allergies and dietary needs. However, she explained that parents provided their children's snacks and meals. The child minder followed hygienic procedures. For example she encouraged children to wash their hands prior to eating their snacks and she wiped the table after messy play. The child minder provided children with paper towels to dry their hands. We saw that the child minder ensured good supervision of the children during the walk from school.

The child minder managed interactions well and spoke in a calm and positive manner at all times. We heard her constantly chat to the children, asking them questions and giving them choices throughout the visit. The child minder praised children for their efforts and good behaviour. For example when they finished their painting, we heard her say 'well done' and 'fantastic'. The child minder rewarded children with stickers of their choice when they achieved their goals such as drinking water and visiting the toilet.

The child minder joined in with children's play, she sat at their level and promoted discussion and problem solving. For example, when one child needed orange paint, she asked the children to think about which colours they needed to mix together to make orange. Children became excited when experimenting and mixing the paint. The child minder told us that when playing with the kitchen play food, she plays a game where children are encouraged to split food into groups of healthy and not so healthy food. They are also encouraged to tell the time using the learning clock. The child minder told us that the children were not with her for long periods of time and therefore she mainly offered free play. We also heard the child minder expand the children's play by discussing their paintings. The child minder actively promoted children's self-help skills and independence.

## **3. Environment**

**Good**

### **Summary**

The child minder provides a mainly safe and homely environment. There is suitable space for children to play, rest and explore. She has an appropriate selection of resources, furniture and equipment for children.

### **Our findings**

The child minder ensured that the environment was safe and secure, as she kept the main door locked. She had risk assessments, however, she had not included the unprotected fire and hearth in her risk assessments. The child minder had safety gates available but as

the children were of an age that did not require them, they were not used. A valid heating test certificate was available and the child minder had practised fire drills. The child minder had a wall mounted fire blanket and tested her smoke detectors. The child minder ensured that the rooms used by the children were welcoming and provided a good environment for play and learning. There was sufficient space and facilities to meet the children's needs, for play time and quiet time. Children had access to the living/dining room, where they used it for play time, quiet time and to eat meals. The child minder did not use her garden but told us that she took children to the local parks for fresh air and physical play opportunities and walked to and from school daily. She also told us that she took children on outings further afield during school holidays. Children had access to a ground floor bathroom. The child minder provided children with access to furniture, equipment and toys that were appropriate for their age, needs and development. Items viewed were in good condition and clean. Resources such as role play items, books, art and craft items, educational toys, kitchen items, dolls house and play people were available to the children during the free play session. The child minder used a low level table and chairs for children to undertake messy activities and to eat their snacks. The child minder told us that she had previously celebrated some festivals, such as Chinese New Year, Easter, Christmas and Diwali. She told us that children completed various craft activities but due to limited time, did not celebrate festivals at present.

## 4. Leadership and Management

Good

### Summary

The child minder is organised and has mostly effective record-keeping systems in place. She manages her business well and evaluates the service provided. Partnership working is good.

### Our findings

The child minder had an accurate statement of purpose in place outlining her service. She also maintained a range of policies and procedures, however, she had not dated the statement of purpose or policies and procedures for validity and review purposes. The child minder maintained a range of fully completed records such as a register of attendance, various consent forms and contracts. The child minder did not currently maintain developmental records for children as she cared for older children but confirmed that she sent the children's workbooks home. The public liability insurance certificate was valid.

The child minder had a self-evaluation system, which included questionnaires for parents and children. The child minder had produced a quality of care report dated June 2018. The child minder had received positive feedback. One child's questionnaire had asked for more painting and a parent questionnaire commented, 'X loves attending Jan's' and all completed parent questionnaires stated that they would recommend her service. The child minder had made improvements to her service following this feedback, she provided more painting opportunities, was encouraging healthy eating and commented that outdoor items would be purchased and the rear garden would be revamped in the near future.

The child minder is aware of the total number of children that she is registered to care for. She ensured that all adult household members held valid Disclosure and Barring Service (DBS) certificates. The child minder is experienced and has completed the core training such as child protection, first aid and food hygiene. She had also completed numerous training courses such as expectations of behaviour, supporting children's emotional well-being, Foundation Phase training, Prevent Duty and Supporting Early Language Development.

The child minder had a parent handbook containing all the policies and procedures. She verbally shared information with parents at collection times. The child minder told us that she has good relationships with parents. She takes children on daily outings to the local parks to play ball and to have picnics. The child minder told us that she often takes children on day trips during the school holidays. For example to Pontypridd Park, soft play centres and Cardiff museum. The child minder had many 'thank you' cards from people who had previously used her service. All comments were very positive.





## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non-compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommended that the provider should:

- ensure that the fire and hearth is included on the risk assessment document;
- promote multi-cultural awareness, festivals and celebrations;
- date the statement of purpose and the policies and procedures for validity and review purposes and;
- consider maintaining developmental records for children.

## **6. How we undertook this inspection**

This was an announced full inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on 22 May 2019 for approximately 3 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to the children and the child minder;
- provided questionnaires to be issued to parents and children and
- provided detailed telephone feedback to the child minder on 29 May 2019.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)



## 7. About the service

Type of care provided	Child Minder
Registered Person	Janet Llewellyn
Registered maximum number of places	8
Age range of children	0 – 12 years
Opening hours	Monday to Friday. 7am to 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 June 2015
Dates of this inspection visit(s)	22 May 2019
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?	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'.
Additional Information:	

Date Published – Tuesday, 23 July 2019