



# Childcare Inspection Report on

**Eirlys Thomas**

**Carmarthen**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Eilrlys Thomas is an experienced, well established and busy child care practitioner who has been providing a child minding service from her farmhouse in Dryslwyn since 1989. Mrs Thomas provides care for up to ten children up to the age of 12 years, and 12 children with an assistant. The service operates from Monday to Friday between the hours of 8:10am and 5:30pm. The service is provided through the medium of Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children who are cared for by Mrs Thomas are happy, listened to and have an affectionate bond with her and her assistant. They are looked after in a safe and stimulating environment with plenty of play space indoors and outdoors.

### **2. Improvements**

The child minder has recruited a new assistant. She has also registered with the government scheme to be able to offer 30 hours free child care.

### **3. Requirements and recommendations**

We recommended that the child minder takes into consideration children's views towards quality of care review.

# **1. Well-being**

## **Summary**

Children feel safe, settled and happy at this service. They express themselves and are confident that non verbal clues are recognised and acted upon. They interact well with each other and have a warm relationships with their carers.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are listened to and are able to make choices. They are encouraged to speak and express themselves.

We saw children playing happily in the playroom. One child wanted cuddles from the child minder and seemed a little unsure about our presence. Some children chose to complete puzzles on the table, whilst others stayed in the lounge playing with dolls. Children were offered to play outdoors whilst lunch was being prepared, some went out but one child chose to stay indoors. A child cried and reached out to the child minder when they had finished their food as they wanted to be removed from their highchair. The child was reassured and removed promptly. Older children asked to play outdoors when they returned from school.

Children express themselves clearly and confidently.

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

Children feel safe and relaxed and have positive attachments with the child minder.

We saw that children had settled into their play after being left by their parents/ carers. They regularly approached her and the assistant for cuddles or to ask for her help. When a child was collected from school, he asked immediately "can we go back to your house?" We saw a child settle to sleep after lunch in the push chair and was checked on regularly. On waking up, she was a little unsettled and wanted a cuddle as she came round.

Children are well settled, happy and relaxed. They have formed strong bonds of affection with the child minder and her assistant.

### **1.3 How well do children interact?**

Children are beginning to understand their feelings and are confident to co-operate and share.

Children mainly played alone and chatted happily to the child minder and to us. Children helped to tidy up and put toys away and smiled as they were praised for their effort. Children were distracted by other interesting age appropriate toys and equipment and needed gentle reminding to be kind and nice to each other. For example, one child took a

toy out of another child's hand. Children cuddled and smiled at younger children, and helped them walk by taking their hands.

Children's interactions are positive and builds their self-esteem.

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

Children engage positively in their play and for appropriate length of time for their age and development.

We saw children fully engaged in their play, and one young child spent a short time completing a puzzle. We saw children happily explore the play room and one child enjoyed choosing resources from the storage box. She also enjoyed listening to a story by the assistant, and happily took a book and settled on her lap waiting for a story. Young children responded to songs being sung through dancing and jumping up and down in excitement.

Children enjoy and are engaged in their play and learning.

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

Children have a good variety of experiences which promote their all-round development.

We saw children developed their skills as they took part in a range of activities such as jigsaws, matching games, drawing and kicking balls. Children fed themselves at lunchtime although some younger children needed help and encouragement. Children used the toilet independently and washed their hands afterwards

Children are developing well and their independence is promoted successfully.

## **2. Care and Development**

### **Summary**

Children receive care from a qualified and committed child minder and assistant, who has sound knowledge of child development. Children's needs are met and regular discussions happen between the child minder and parents.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder has a good understanding of her role and responsibilities in relation to child protection. Children are kept safe and healthy with regular physical activities.

The child minder had reviewed all policies in last 2018. The child minder had updated her child protection training and confidently explained how she would deal with disclosures and recognise signs of abuse. The child minder ensured that children were able to play outdoors daily and provided ample selection of resources for outdoor play. The child minder and her assistant wore gloves and an apron when changing nappies. The child minder provided fresh, home cooked meals such as roast dinner, spaghetti bolognese and casseroles. Snacks included crisps and toast.

Children are kept safe and their physical health is promoted.

#### **2.2 How well do practitioners manage interactions?**

The child minder is a good role model. She interacts positively with the children and acknowledges good behaviour.

We saw that the child minder and her assistant effectively promoted children's all round development by praising good behaviour and good manners and achievements. For example, the child minder said 'well done' and 'oh you're such a good girl' when one of the children helped to clear toys away before lunch.

The child minder and her assistant manages behaviour consistently and effectively.

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

The child minder knows the children well, understands and meets their needs.

The child minder understood and met individual needs. She was able to tell us about dietary needs for different children. The child minder showed an understanding of child development; for example, we saw her talk to the younger children in clear, simple language and at eye level. However, with the older children, she spoke in a more conversational manner and used humour to engage them. Parents told us that children thrived in the child minder's care.

The child minder effectively meets individual children's needs and promotes their play, learning and development.

### **3. Environment**

#### **Summary**

The environment is safe and secure and impacts positively upon children's well-being and learning. The house is spacious inside and outside, and children have access to the lounge, kitchen and outside area, with age appropriate resources.

#### **Our findings**

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

The child minder keeps the premises safe, clean, secure and tidy.

We were asked to sign a visitors' book on arrival and on departure. Children's arrival and departure times were also recorded daily. We saw risk assessments had been completed and were reviewed. The child minder told us she had registered with the food standards agency but had not been inspected. The child minder had appropriate insurance for carrying children in her car and had correct seats for the children. Children had access to a large outside garden play area which was safe and secure.

The child minder ensures the safety of the environment well.

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

The child minder ensures that the premises are welcoming and suitable and is well maintained.

We found that children were well cared for in a play environment that was child friendly and suitable for purpose. There was sufficient space in the main play room and in the kitchen where children slept or had quiet time in push chairs. Resources were stored at children's level and they were easily accessible to all. Older children were able to help themselves to games and resources. Outdoors, children had access to an allotment area where they had grown their own vegetables and herbs.

The child minder provides a stimulating and spacious area for the children.

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

The child minder has a good stock of toys and equipment, which are suitable for the children's needs.

We saw that children had access to a wide selection of resources such as a play house, dolls and push chairs, building blocks, game boards for older children, craft activities and templates for older children; time tables and cross words. Outside, children had a wide range of resources such as archery set and croquet set, slide, climbing frame, see-saw, football net, swing, sand and water tray and allotment. Children enjoyed seeing the farm animals in the field and excitedly pointed out newly born lambs We found that resources were clean and age and / or developmentally appropriate.

The child minder offers a broad range of good quality resources and equipment.



## **4. Leadership and Management**

### **Summary**

The child minder is motivated and evidently enjoys looking after children after so many years. She complies with regulations and national minimum standards. The child minder manages the service well and has a system in place to review the service.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder ensures she complies with regulations and the national minimum standards.

We saw that the statement of purpose had been reviewed and provided a clear picture of what the service provided. All policies and procedures had been updated. The child minder provided verbal feedback with parents at the end of the day. We found the child minder was very motivated and showed genuine enjoyment in her role. The child minder has a family member available in the case of an emergency.

The child minder is efficient and organised.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder has a system in place for reviewing her service. She values feedback from parents.

We found that the quality of care report included a review of the past year. It included feedback from parents who were very positive and complimentary about the service. However, it did not include feedback from the children.

Self evaluation is basic.

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

The child minder manages her business well and obtains the necessary checks.

The child minder ensured that adult household members have undertaken suitability checks, such as disclosure and barring service (DBS) check and she understood her responsibility to inform the CIW of any changes to household members and / or her service. All aspects of paper work and records were available and organised.

The child minder manages her business effectively.

#### **4.4 How effective are partnerships?**

The child minder has positive partnerships with parents, other child minders and the community.

We received five questionnaires from parents who all told us how valuable the service is to them. They said that the child minder offers a 'home from home' service with so much variety of activities for the children. The child minder has regular contact with other minders in the community and they meet up monthly to catch up on updates or news with CIW and other organisations linked to child minding. The child minder takes children for trips out to local gardens, parks and local shops. The child minder attends meetings at the school on behalf of parents who are unable to attend because of work commitments.

The child minder has positive partnerships with parents and other minders in the community.

## **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 child minder takes into consideration children's views towards quality of care review.

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspection. One inspector undertook one visit to the service on 25 March 2019 for a total of six hours;

- We looked at documentation and policies which included children's files, policies and procedures, risk assessments, children's work and assessments and quality of care report;
- we observed children and the care being provided by the child minder and her assistant and
- we received five questionnaires from parents.

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

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

## 7. About the service

<b>Type of care provided</b>	<b>Child Minder</b>
<b>Registered Person</b>	<b>Eirlys Thomas</b>
<b>Registered maximum number of places</b>	<b>12</b>

<b>Age range of children</b>	<b>0 – 12 years</b>
<b>Opening hours</b>	<b>Monday to Friday 8.10am – 5.30pm</b>
<b>Operating Language of the service</b>	<b>Welsh</b>
<b>Date of previous Care Inspectorate Wales inspection</b>	<b>17 February 2016</b>
<b>Dates of this inspection visit(s)</b>	<b>25 March 2019</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Is early years education for three and four year olds provided at the service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>This is a service that provides an ‘Active Offer’ of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.</b>
<b>Additional Information:</b>	