



# Childcare Inspection Report on

**Manon Lloyd**

**Llanrwst**

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

**This report is also available in Welsh**



**Date Inspection Completed**

20/08/2019

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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

Manon Lloyd is a child minder who provides care from her home in Llanrwst, Gwynedd and is registered to care for a maximum of six children under 12 years of age. The service is open from 08.00– 17.00 hours, Monday to Thursday. The child minder does not provide the 'Active Offer' of the Welsh language but speaks both Welsh and English fluently.

## 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

Children are happy and have positive interactions with the child minder. The child minder is experienced in the field of early years and successfully provides children with a varied choice of activities to promote their play and learning. The environment is welcoming to children and they have a broad range of age appropriate resources to extend their play and learning. The child minder manages resources effectively and has good partnerships with parents. She manages her service well and makes positive changes for the children's benefit.

### 2. Improvements

Since her registration as a child minder, she has successfully addressed the matters raised during her registration visit to ensure children's safety and to extend their play and learning experiences.

Since this inspection, the child minder has confirmed in writing the children have practiced a fire emergency drill.

### 3. Requirements and recommendations

Four recommendations were made in relation to care and development, the environment and leadership and management.

# 1. Well-being

Good

## Summary

Children make their own decisions and have a strong voice. They are genuinely happy and have good interactions with the child minder. Children are well settled, enjoy their activities and successfully learn different skills through play.

## Our findings

Children had choice of which activities they wanted to participate in and could easily access what they wanted to do as items of play were within reach. Children's needs took precedence over the daily routine. For example, children decided when they wanted a rest when they felt tired and their choice was respected. Although younger children were only beginning to learn how to speak, they had a strong voice and what they had to say was understood and listened to. For example, they were given a snack mid-afternoon when they gestured they were hungry.

Children were settled and at ease with each other and the child minder. They were excited to go outdoors and eager to find their choice of toy from the garden shed. When they indicated they were not happy staying on the trampoline when the safety zip was closed, they were quickly reassured as the child minder opened the zip and lifted them out. They had close relationships with the child minder and content being comforted when they were tired.

Children were beginning to learn how to interact positively and were becoming self-disciplined. For example, when a child wanted another child's toy, they listened to what the child minder had to say about turn taking and were content choosing another toy to play with whilst they waited. They were learning to co-operate by listening to instruction and, when asked, helped tidy up before they went out to play.

Children had a broad range of activities to promote their learning and looked happy as they played. For example, they enjoyed putting on their cycling helmets to practice riding a bike and used the 'do it yourself toys' to fix items they pretended were broken. Children were busy and interested in their play, using the length of the garden path to carefully push their dolls in buggies and loved being pulled along the path on an electric car. Photographs showed children painting, making father's day cards and rice crispy cakes. They smiled as they looked at the photographs with us, telling us exactly what they had been doing and obviously proud of their achievements.

Children were beginning to develop different skills. For example, they told us they could not yet peddle their bikes but had fun practicing and their language was developing through the child minder having many conversations with them. Children had opportunities to learn

about gardening as fruit and vegetables had been successfully grown in the raised flower beds. Children used their imagination well during their play and had good opportunities to be creative with photos showing they had used their painted hand prints to shape a hedgehog.

## **2. Care and Development**

**Good**

### **Summary**

The child minder has close relationships with the children and knows them extremely well. She ensures children are kept safe and promotes healthy lifestyles. The child minder provides a range of activities and meets children's individual needs. She consistently and successfully promotes positive interactions.

### **Our findings**

The child minder knew what to do should she have a concern relating to safeguarding children; she understood the procedures to be taken and had completed a child protection course. The child minder held a current paediatric first aid qualification enabling her to administer emergency first aid if required. The child minder recorded accidents and incidents, asking parents to sign the entry to keep them informed. Nappy changing procedures needed some attention to ensure the correct procedures were followed in line with Public Health Wales' Infection Prevention and Control guidance. The child minder asked parents to provide their child with food during the day and offered water to drink to keep children hydrated.

The child minder successfully promoted positive interactions and treated children with respect. She was a good role model and had a natural and genuine rapport with children, speaking to them gently and always celebrating their achievements or giving praise for showing good manners. She used distraction to good effect, which kept children happy and occupied.

The child minder knew the children well and, for example, brought them indoors to sleep or relax when noticing they were tired. She planned varied play and learning activities suiting the children's ages and stages of development, both inside and outdoors. Although recording how she used her observations to plan for each child's future play and learning was not currently recorded, the child minder did keep individual colourful accounts of children's experiences which she would give to parents. The child minder was enthusiastic in her role and ensured children had fun, with plenty of smiles shared as she joined in with their chosen activities.

### **3. Environment**

**Good**

#### **Summary**

The child minder provides children with a welcoming, clean, safe and secure environment. She ensures they have access to a selection of resources which promotes their play and learning and the layout of resources promotes their independence.

#### **Our findings**

The child minder ensured the premises were safe; the front door was locked, the garden secure and we signed the visitor's book after showing our identification. She also kept a written list of daily safety checks undertaken and a record of resources cleaned or sterilised. Keeping more detailed written risk assessments of the areas used, of play equipment such as the trampoline and taking children on trips or outings, could further evidence how the child minder manages and where possible reduces any potential risk of harm. Daily attendance records were accurate, meaning everyone could be accounted for in the event of an emergency. Although the child minder told us her procedures to evacuate the premises in an emergency, none had been undertaken since the child minder started caring for children.

The child minder provided a clean and light environment for children to play and learn. There was enough space for children to be active both indoors and outside with resources set out enabling children to choose what they wanted. The child minder made sure there were comfortable and quiet areas where children could relax or sleep.

The child minder provided a broad range of clean and well maintained resources which suited the children's ages and stages of development. Toys and resources extended children's play and learning and promoted their natural curiosity to learn. For example, they played in the mud kitchen, using household items such as pots and pans and different textures and materials during craft activities. Equipment such as booster seats at the kitchen table and low level table and chairs, meant children could sit together at mealtimes or participate in table top activities.



## **4. Leadership and Management**

**Good**

### **Summary**

The child minder has a clear vision and provides parents and their children with an organised service suiting their needs. The child minder manages resources effectively and has good partnerships with parents. She makes effective changes which benefit the children.

### **Our findings**

The child minder has established effective systems to manage the service. Most information included in the statement of purpose provided parents with the information they needed in order to decide whether the service suited their and their child's needs. The child minder maintained the required records, such as information relating to children and daily attendance records. The child minder had devised policies and procedures relating to the care she provided and kept information about her service safe to maintain confidentiality for parents and their children.

The child minder would be completing an annual review of her service within the required twelve months of her commencing caring for children. She had addressed all of the matters arising following her registration visit showing her commitment to making positive changes for the children's benefit. For example, she had secured the rubbish bins, fitted an extra gate and erected a fence outdoors to ensure children's safety. The child minder continued to look at ways of improving her service. She was currently considering how she could incorporate more of the foundation phase curriculum into the children's daily play and learning experiences, which could improve outcomes for children. We read two questionnaires received from parents which gave positive feedback about the care provided. Comments included 'warm and caring environment' and 'a range of activities, good communication'.

The child minder understood and fulfilled her role in managing the service and ensured Disclosure and Barring Service (DBS) certificates were current and her first aid qualification was up to date. The child minder had experience of working with young children before becoming registered herself, meaning she had a good foundation of child development before commencing in her new role.

The child minder asked parents to provide her with written information about their child before they started, which gave her valuable information about the children's individual needs and preferences. The child minder took children on a variety of walks which helped to extend their knowledge of the world around them and enabled them to feel part of 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**

The child minder could consider;

- Accessing Public Health Wales' Infection Prevention and Control guidance and completing the Audit Tool which would provide her with additional information in relation to managing and where possible reducing potential cross infection;
- devising more detailed risk assessments in relation to the areas used by children, equipment and trips/outings;
- making sure fire drills are practiced regularly during the year;
- revising the statement of purpose to include more information on settling children in and behaviour management procedures, referencing Care Inspectorate Wales (CIW) as opposed to CSSIW and including more detailed information in relation to the rooms used within the service, and
- recording how she uses her observations to plan for children's future play and learning.

## 6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections. One inspector undertook a visit on 20 August 2019 from 12.40 – 15.50 hours

We;

- considered the service's registration report and any notifications;
- inspected a sample of records, documentation and policies, these included the statement of purpose, risk assessments, child protection, complaints and behaviour management policies;
- looked at the areas used by children and the resources on the day of our inspection;
- spoke to children;
- observed children and the care they received;
- provided the child minder with detailed feedback of our findings.

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	Manon Lloyd
Registered maximum number of places	6
Age range of children	6 children under 12 years
Opening hours	08.00 – 17.00 hours, Monday to Thursday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	First inspection since registration in December 2017
Dates of this inspection visit	20 August 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?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

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