



## Inspection Report

**Carys Flynn**

**Cardigan**

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

**This report is also available in Welsh**



**Date Inspection Completed**

17/06/2021

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection post registration
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Yes

## **Summary**

Children feel secure, happy, and comfortable at this setting. The children have formed positive relationships with the child minder. The children are forming friendships and becoming sensitive to others. The child minder has detailed policies and procedures, which promote the children's well-being. There is a caring atmosphere and the child minder meets children's individual needs successfully. Children receive care in a safe, clean and secure environment. There is lots of space and plenty of facilities to encourage children to play and learn. Toys and play equipment are age appropriate and in good condition. The setting is welcoming and friendly. The child minder manages the setting effectively and complies with all CIW regulations. There is a clear statement of purpose, which provides an accurate picture of the service. The child minder has high expectations and shares her values about learning and behaviour with the children. The child minder works well with parents to give them information about the service and the children's well-being and care.

## Well-being

Children play freely, choosing their own toys independently. Children communicate confidently and know their wishes and needs are considered. We heard children asking for a story and the child minder respected their wishes. Children speak openly to the child minder and it is clear that the children have formed positive bonds of affection with her. The children happily approach her to chat enthusiastically about their play and learning.

The children share their feelings openly because they are encouraged to do so and know the child minder considers their likes, dislikes and needs. Children play happily and are content. We heard children openly sharing their feelings with the child minder "*dwi'n grac!*" The child minder responded by asking why they were feeling a particular emotion "*oh na, pam wyt ti'n grac?*" Interactions between the children and the child minder are good and children are interested and enthusiastic. Children enjoy listening to songs that the child minder sings to them and join in when they want to. They chat and babble happily, depending on their age. The children are confident and ask questions to gain more understanding of their learning.

Children are sensitive to the needs of others. They are polite and use good manners. The children chatted to us and shared their enthusiasm in the toys they were playing with. The children play nicely with their friends, taking turns and sharing with each other. When disagreements happen, they quickly respond to the child minder. The children show respect for property and people and are involved in deciding and following the rules.

Children are interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors and choose when they want to relax and have quiet times. They have many opportunities to choose their own play and to give their opinions on their tasks. They help themselves to toys from the easily accessible storage, which is at their level. We saw children enjoying playing the role of a parent and taking care of the dolls. We also saw children developing their creativity and exploring the loose parts play. The children enjoy roaming around the outside space, exploring the large garden, playing hide and seek and blowing bubbles.

Children are developing their independence skills well enabling them to do things for themselves, for example washing their hands independently. They have lots of free choice, choosing when they were ready for their morning snack and what they wanted from their lunch box.

## Care and Development

The child minder creates a nurturing and caring atmosphere and has a thorough understanding of meeting all individual needs and abilities. She is exceptionally dedicated and motivated to provide care and educational activities designed to promote children's learning and play. For example, we observed the child minder helping the children to develop their fine motor skills while attempting to write their name. The child minder incorporates the natural environment into children's daily routines and activity. The child minder is aware of the children's individual development. She plans well and is aware of the children's next steps, which she monitors and records on individual development charts for each child, what skills have been achieved and those that are emerging. We saw that she uses the information about children's developmental progress to support future planning and she tailors activities to children's individual needs.

The child minder understands and has detailed policies and procedures in place, which ensure the children's personal safety and well-being. She has detailed risk assessments, identifies, and actively manages risks. She prioritises safeguarding and has a thorough understanding of her responsibilities to protect children. The child minder has successfully completed the online prevent radicalisation training. The child minder considers the children's health and safety well, storing medication safely and clearly recording and considering children's medical requirements and allergies.

The child minder has thorough cleaning procedures and excellent hygiene practice in place. For example, cleaning surfaces regularly using anti-bacterial spray. The child minder encourages children to wash and dry their hands using warm soapy water and individual cloths. She washes her hands thoroughly before and after changing nappies and cleans the nappy changing surfaces before and after use. The child minder wears an apron and gloves during nappy changing.

Discussion with the child minder shows that she knows the children very well. The child minder understands the behaviour management policy and uses positive behaviour management strategies. She acts as a good role model and promotes good manners. We heard lots of positive behaviour reinforcement and praise throughout our visit. The child minder provides the children with clear instructions to follow and encourages them to take ownership of everything they do. Interactions between the child minder and the children are warm and kind "*sut wyt ti heddi?*" The child minder manages interactions in a positive and constructive manner. She reminds children to 'be kind' and 'be careful'. When there are disagreements between the children, she demonstrates a fair and consistent approach and clearly explains what is acceptable and what is not. Interactions between the child minder and the children were very positive, exuding warmth and kindness. The child minder sets a good example in promoting and developing the Welsh language and culture.

## Environment

The child minder ensures that the environment is safe, clean, secure and well maintained indoors and outdoors. The premises is locked, gated and secure. When we arrived, we were able to sanitise our hands using the automatic dispenser. The child minder keeps the front entrance door locked and expects visitors to sign in and out of the premises. The premises is welcoming, warm and accessible to all. The playroom is a large open space, which has a homely feeling and is decorated with children's work, giving children a lovely sense of ownership.

The child minder completes effective and detailed general and fire risk assessments, which she regularly reviews. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. The child minder practises regular fire drills and records the time taken for children to leave the premises. The child minder thoroughly embeds the Welsh Government's protective measures for childcare settings and infection control practices to minimise any risk to children's health and safety

The child minder uses the outdoor play space as often as possible. We saw the children thoroughly enjoying roaming freely in the large, gated outdoor area. The child minder has a wide variety of resources available outside to extend the children's knowledge and development including diggers, slide, swing, mud kitchen, and large ride on cars. The children grow plants in the vegetable patch and are able to take their produce home. Inside, the child minder ensures the children have access to a good range of quality toys and play equipment that suits their individual needs. The layout and design of the environment promotes children's independence. Toys and resources are stored in appropriate storage boxes at a low level on open shelving or in trays. The child minder ensures the play environment is child centred and appealing, filled with lots of interesting activities, play equipment and colourful posters. The child minder uses loose parts to encourage curiosity; these include natural materials such as wood, pasta, acorns, bottle tops and cotton reels. The child minder makes sure that the children have access to a wide range of books and toys that suits their age and stage of development and reflects positive images of diversity; such as jigsaws, construction blocks, and craft resources.

## **Leadership and Management**

The service is managed exceptionally well with all policies and procedures up to date. The child minder is very well qualified. Planning is good and meaningful, supporting outcomes for children. She provides a service where children are at the heart of every decision and

their well-being is paramount. The child minder has a clear vision for the service and she shares her enthusiasm with others. She has a strong culture of continuous self and personal development and is due to start attending an accredited course to further her knowledge and learning. The child minder leads by example and keeps up to date with best practice relevant to the children in her care. Partnerships with parents are strong and there are links with other childcare professionals that helps her provide good levels of support.

The child minder has high expectations for herself with a very clear sense of purpose for her service. Discussion with the child minder shows she is open to new ideas and embraces the need for continuous improvement. She actively implements self-evaluation and seeks and implements the suggestions of children, their parents/carers and other interested partners. Her last quality of care review report included targets to improve the service. The child minder has an up to date and detailed statement of purpose, which is a true reflection of the service she offers. She complies fully with the relevant regulations and often exceeds the National Minimum Standards for Regulated Child Care. The child minder is very knowledgeable and passionate about her responsibilities. She has effective policies in place. The child minder reviews policies regularly, shares with parents and implements them thoroughly in practice. She has familiarised herself with the 'Prevent Duty'.

The child minder has a good understanding of her responsibility to promote the Welsh language and speaks fluent Welsh most of the time with the children. Communication with parents is effective and she shares daily information by sending pictures and messages electronically. Parents who use this service told us; *"we cannot praise Carys or her setting enough. Our child's learning has in no doubt been advanced by their attendance here. We have often noticed our child reciting and repeating the things that they have learned, and the end of day feedback provided to us by Carys, reflects the learning that our child demonstrates."* Through numerous discussions with parents, it was clear that the practice we witnessed during the inspection process is reflected at the setting daily. Another parent told us: *"our children love going there and are always so happy on the days that they attend. Carys always plans activities that they enjoy and that have encouraged them to learn, both academic learning and practical skills. She has started teaching them both to play the piano and encouraged them to get involved with the planting and care of the garden at the setting."*

### **Recommendations to meet with the National Minimum Standards**

None





**Areas for improvement and action at, or since, the previous inspection. Achieved**

**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None	
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**Areas where priority action is required**

None	
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**Areas where improvement is required**

None	
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**Date Published** 02/08/2021