



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales

Inspection Report

Kelly Richards



Machynlleth



07545317608

Date(s) of inspection visit(s): The inspection visit took place on 13/01/2026

Service Information:

Operated by: Kelly Richards

Care Type: Child Minder

Registered places: 17

Main language(s): Welsh

Flying Start service: No

Receive funding to provide early years part time education: No

Promotion of Welsh language and culture: The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children enjoy their time at the child minder's home. They happily make choices and decisions, with verbal and non-verbal communication recognised and responded to. Children engage in play-based activities and are supported by the child minder.

The child minder has a secure understanding of her responsibilities to safeguard children. She provides a homely setting and promotes calm, nurturing and engaging interactions. The child minder knows the children well and has a good understanding of children's individual needs.

The child minder provides a safe, clean and inviting environment for the children, which is spacious, homely and purposeful. She effectively identifies any unnecessary risks to children's safety and eliminates them as much as possible. The child minder provides a good range of resources and equipment to support children of all ages and stages of development.

The setting is managed well, with a beneficial range of policies and procedures in place. The child minder conducts a thorough quality-of-care review which drives ongoing improvement at the setting. Communication with parents is effective and feedback received from them is consistently positive.

Findings:



Well-being

Good

Children have opportunities to make choices and decisions about how they play. For example, they freely access toys and confidently seek out ones stored in cupboards. Children express themselves well, as they know they will be listened to. Children use sounds and gestures to support communication. For example, younger children point to the dinosaurs when they would like to play with the older children. Children have choices at mealtimes, choosing if they would like a Yorkshire pudding with their lunch and asking for more lunch when they are finished.

Children are happy and relaxed. They settle quickly and swiftly start their play. Children are comfortable in their surroundings and are familiar with routines and household members. When they need support, it is met with warmth and reassurance by the child minder. The children and child minder have a close relationship. Children receive praise for their efforts and achievements, which promotes their self-worth and sense of belonging.

Children show enthusiasm for the play activities on offer. They enjoy one another's company and mostly play happily alongside each other. Children are developing social skills to co-operate and begin to share during play, with the support of the child minder. For example, when playing with the toy tractors the child minder supports cooperation between children. Children confidently engage with us, Care Inspectorate Wales (CIW), bringing books for us to read. They laugh and smile when reading the lift-the-flap books saying peek-a-boo at the animals hiding under each flap. Children who are non-verbal interact with smiles, gestures and affection.

Children enjoy their play and learning and follow their own interests. They play enthusiastically with a range of resources. Children engage in imaginative play using small-world toys, signing songs and playing with vehicles. Children smile, chat or babble as they play, engaging for an age-appropriate length of time. Children learn about colours and counting through their activities and enjoy naming the dinosaurs from the small-world resources.

Children are learning to become increasingly independent. They access toys and resources they want to play with and are beginning to follow instructions given to them. Children feed themselves at mealtimes and receive support if needed. Children are supported to help tidy up and make attempts to wipe their own noses independently.



The child minder understands and implements effective policies and procedures to promote safety for children. She holds current child protection, first aid and food hygiene certificates. The child minder is aware of her responsibility to safeguard children and can effectively explain how she would respond to safeguarding scenarios. Documentation books such as accident, incident, existing injuries and medication records are available for use when required. The child minder provides a warm, home cooked lunch for all the children. She promotes and encourages healthy snacks and meals. There are records in place which identify dietary needs and requirements. She has effective cleaning and hygiene practices in place. We saw the child minder regularly sanitise the highchairs, surfaces and regularly wash hands. She mainly follows effective nappy changing practice. However, she does not wear a disposable apron, and this is not outlined to parents in the relevant policy.

The child minder understands her behaviour management policy and implements positive strategies successfully, regularly offering encouragement and praise. We heard her frequently say, “*well done!*”, “*da iawn*” and “*good boy*”. The child minder engages with children at their level, sitting on the floor, beside them, or with them on her lap. She interacts with warmth, comfort and kindness, in a calm and gentle manner. The child minder is a good role model, observing children, promoting natural conversations, singing and learning. For example, counting and naming colours bilingually when playing and naming different types of vehicles. The child minder encourages children to be independent in their play and promotes supportive interactions. For example, whilst mark making, children were able to participate and show interest in their activity. At mealtimes, she sits with the children to monitor and observe them, promoting an interactive social time. When children are sleeping, she regularly checks on them and uses a video baby monitor.

The child minder is aware of children’s individual development, identifying children’s achievements and praising them. Formal records of children’s development are completed consistently. Messages are shared with parents, including key information, such as sleep times, nappy changes and mealtimes. The child minder also shares pictures and other updates regularly with parents. Most activities are child led with adult support and role modelling when required. The child minder is aware of additional learning needs, with systems in place to monitor progress. She is a fluent Welsh speaker and uses Welsh as the main language of conversation and during play. The child minder confirmed they visit local areas of interest allowing children to engage with their wider community. There are some resources which promote ethnicity and diversity. However, she does not promote activities or celebrations throughout the year to provide the children with opportunities to learn about the wider world.



Environment

Good

The child minder has effective systems in place to ensure the environment is safe and secure for the children. There are safety gates in place where appropriate and the child minder ensures doors are kept locked when children arrive at the setting. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She has a good range of purposeful risk assessments in place for all aspects of her child-minding service including for the home and garden. The child minder maintains a record of fire drills, which she completes regularly to ensure children are confident with the procedure of evacuating her home should there be an emergency. She completes annual gas safety and electrical checks and keeps daily records in place where she signs children in and out of the setting, as well as visitors.

The child minder provides a child-friendly, safe, warm and welcoming environment, where children have plenty of room and freedom to move around. She has dedicated a room in the home for storing equipment and resources, which children are able to independently access and explore. At the rear of the home, the child minder offers a spacious and comfortable living area which opens out into the large kitchen and dining area. There is sufficient space to allow children to engage in hands-on experiences as well as quieter and calmer activities such as story time. The child minder understands the importance of outdoor play and her garden is enclosed and provides further spaces for children to play and explore. For example, there is a large patio area which has recently been renovated. It is well-maintained and provides further areas and activities for children, including a mud kitchen, balls, hoops, planting equipment, throwing activities, and buckets for water play. The child minder is currently purchasing new outdoor equipment in preparation for the Spring.

The child minder offers a good range of quality, age-appropriate toys and books to the children in her care. For example, she provides stacking toys, pull along toys, board games, puzzles, dinosaurs, magnetic tiles, vehicles, blocks and books. There is child sized equipment, and low-level shelves and boxes which allow children to independently access and retrieve the resources of their choice. This supports children to follow their own interests; problem solve and make choices that promote their learning and development. The child minder ensures children can easily access the downstairs toilet which is clean and tidy.



The child minder has effective procedures in place to ensure the smooth running of her setting. She works in line with the National Minimum Standards and Regulations. The statement of purpose outlines the details of the service she offers which enables parents to make an informed choice about using her setting. Required policies and procedures are in place with evidence of regular review. The child minder has up-to-date car documents and is registered with the Information Commissioners Office. The child minder agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as the application of sunscreen, photographs and accessing emergency medical treatment. The child minder has a clear vision for the setting which she shares with others. She places the voice of the child at the centre of her provision and is committed to providing high-quality care.

The child minder has effective record-keeping systems which she keeps well organised. She makes sure current Disclosure and Barring Service (DBS) are in place for herself and household members. The child minder reviews and reflects upon her service and produces a purposeful quality of care report. She uses feedback effectively to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The report reflects on what works well, how this benefits the children in her care and identifies areas to further drive improvement. The child minder makes good use of the local area, taking children on worthwhile trips and walks to further their understanding of the wider community and environment. The child minder engages positively with Care Inspectorate Wales (CIW), consistently and promptly acting on recommendations in relation to her service.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal and private messaging. Parents who use the setting have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, *"The experiences Kelly offers the children are amazing. These range from outdoor experiences and visiting places to every day real life experiences indoor. My daughter has learned so much from being in Kelly's care. She has become much more independent with everyday skills. She offers a variety of meals and snacks which again have helped my daughter's eating development well. Kelly offers a warm and safe space for the children."* *"Kelly is amazing with everything, from providing a home from home but also an educational environment with so many experiences. I love the fact that my child goes out on a daily walk and has the outdoor space to play and explore."*

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Become familiar with the "Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales" and ensure relevant policies reflect current practice.
Consider how to promote activities or celebrations throughout the year that provide children with opportunities to learn about the wider world.

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

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