



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales

Inspection Report

Eleri Williams – Gofal Ty Ni Childcare



Llanrhystud



07983974650

Date(s) of inspection visit(s):

09/04/2025

Service Information:

Operated by: Eleri Williams

Care Type: Child Minder

Registered places: 10

Main language(s): Welsh and English

Flying Start service: Yes

Receive funding to provide early years part time education: No

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

Ratings:



Well-being

Excellent



Care & Development

Good



Environment

Excellent



Leadership & Management

Good

Summary:

Children have a strong voice and are at the centre of the service. Play is child led, meaningful and promotes children's curiosity and learning. Children develop nurturing relationships and a sense of security. They are motivated and excited by the play opportunities available to them. These experiences encourage them to develop their independence skills successfully.

The child minder keeps children safe and healthy. Interactions between the child minder and children are warm and calm. The child minder ensures children have a good selection of indoor and outdoor activities. She promotes children's play, learning and development well and records children's progress.

The child minder ensures the environment is stimulating, well organised and tailored to the individual needs of the children. The indoor and outdoor spaces provide a rich environment for play and learning as they are welcoming and child friendly. The child minder provides excellent

resources which extend children's curiosity and promotes their learning and development. She monitors the environment consistently to identify and eliminate any unnecessary risks to children's safety.

The child minder provides a reliable and good quality service. She is well organised and has a very clear understanding of her responsibilities. She operates her service smoothly, striving to continually improve outcomes for children and their families. She has developed good partnerships with parents / carers.

Findings:



Well-being

Excellent

Children have numerous opportunities to express themselves and make effective choices. Nearly all activities are child led, and children are highly engaged and motivated in their play. They follow their own interests and show excellent levels of concentration. Their feedback is used to develop the service. For example, children's interests lead to the child minder extending their opportunities to use certain resources. Children choose when they are ready to eat, and when they wish to play outside or do craft activities, their requests are organised quickly.

Children settle quickly and are eager to play with friends or explore on their own. They develop warm and stable relationships with the child minder and her assistant who make them feel safe and secure. Children laugh, chatter and show increasing confidence in their interactions and friendships with peers. They readily approach the child minder, inviting her and others into their play. This builds their confidence and therefore they develop considerable social skills and are encouraged to learn through being curious.

Children learn to share resources and show kindness with very few prompts from the child minder. They learn expectations of positive behaviour, and this helps them to develop strong relationships. For example, one child invites another child to play with them in the toy ship calling their friends to come on board the ship "*are you coming in?*" Children are given opportunities to learn and understand their own and other's emotions so they can respond appropriately to social cues and express themselves positively.

Children participate enthusiastically in their play and learning and are excited about their play experiences. For example, they eagerly investigate the frozen balls of ice, using a variety of tools to search for the hidden animals within the ice and laughing joyously when the balls' role away and the ice flies off when broken up. Children squeeze warm water over the balls of ice in an attempt to encourage the ice to melt saying "*it's cold!*"

Children have excellent opportunities to build their independence skills. They attempt to dress themselves when needing to put coats and shoes on to go outside. Children attempt to wash and dry their hands with increasing confidence and ability. All children are encouraged to learn how to use the toilet in line with their age and stage of development. Younger children are developing their independence well. For example, they cooperate and prepare for nappy changing by helping to collect the changing mat. Afterwards they wash their hands, developing good hygiene habits. At mealtimes they set the table and choose where they sit and feed themselves while enjoying this social occasion.



Care & Development

Good

The child minder and her assistant keep children safe and healthy. They are confident about their responsibilities to protect children. They respond well to safeguarding scenarios and understand the procedures to follow should they have a concern about children's safety or welfare. Parents provide children's lunch boxes, and the child minder is aware of children's allergies and / or dietary needs. However, during the inspection visit children's food was not always prepared by a practitioner with the relevant food hygiene qualification. The child minder quickly rectified this following the inspection and all practitioners now have the relevant qualification. The child minder follows relatively good hygiene procedures. However, the child minder does not follow fully the current infection control guidance when changing a child's nappy. For example, she told us she does not always use disposable aprons. The child minder appropriately records accidents, incidents and medication administration. The child minder ensures children have plenty of outdoor play and fresh air.

There are positive relationships and interactions between the child minder, her assistant and the children demonstrating respect, warmth and kindness. The child minder is responsive and affectionate with children and reassures them when needed. For example, when a child approached for cuddles, she immediately reassures and comforts them. She manages children's behaviour and individual needs well. She praises good behaviour and children's achievements consistently which enhances and promotes their self-esteem. For example, a child is praised when they successfully share the resources with each other.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She maintains children's developmental records and plans for the next steps in their play and learning. She knows the children well and has a good understanding of each child's individual needs and routine. For example, she knows children's likes and interests. She sits at the children's level to complete activities, encouraging colour and number recognition. Activities are mostly child led, and the child minder also plans activities and follows themes, such as Easter. Inclusivity is a strength of the service with the cultures, customs and religions of different countries being explored through a wide range of resources and celebrations.



Environment

Excellent

The child minder ensures the environment is safe, meticulously clean and extremely well maintained indoors and outdoors. She provides rich, stimulating spaces for children to play and learn inside and outside. The child minder supervises children well and is aware of the difference between acceptable and unacceptable risks for the ages and developmental stages of the children in her care. The child minder manages access to the premises well. She keeps a record of visitors to the setting and frequently practices fire drills to ensure children are confident with the routine of evacuating the premises in an emergency. The child minder carries out daily risk assessments and safety checks to ensure children can make independent choices about their play and learning in a safe environment.

The child minder provides a child centred, homely and inviting space for children to play. The living room and conservatory/playroom provides ample space for children and the rooms are used flexibly to meet the individual needs of the children who attend the setting. The child minder organises the rooms and sets out age-appropriate resources and activities daily to suit the needs of the children attending on that day. She carefully organises the resources to meet the interests and developmental needs of the children in her care. On the day of our visit, for instance, the child minder had set out a range of Easter craft activities for the children to complete inside while outside she had hidden a range of plastic animals within frozen balls of ice for the children to find and discover. An array of quality items sparked curiosity and enabled children to participate in sustained play. Children can access a variety of toys stored attractively at their level and further toys which are in storage are rotated regularly and keeps children engaged in interesting activities and resources. The child minder ensures that children can access the majority of resources themselves as they are displayed within easy reach. She displays items such as books attractively, prompting children to engage with such resources. Children have easy access to the garden which extends their playing area, and they can enjoy exploring an environment which is geared and designed towards their enjoyment.

The child minder ensures the layout and design of the environment promotes children's independence well. She provides an extensive range of excellent quality resources and equipment, ensuring children have access to a wide range of play opportunities. For instance, role play, craft and sensory experiences. The child minder ensures children have access to a range of resources and equipment that support their age and stage of development, develops their curiosity, and extends their learning and development. She ensures the furniture is suitable for all the different ages she cares for and meets children's individual needs. This ensures children feel comfortable and relaxed in the child minder's home. Resources are plentiful, promote diversity and are in excellent condition which ensures children have a varied choice.



The child minder has a clear vision for the setting, and she shares her enthusiasm with others. She has a strong culture of continuous self-development. The child minder leads by example, and this is reflected in her assistant who regularly works towards completing further qualifications. The child minder keeps up to date with best practice relevant to the children in her care.

The child minder actively implements self-evaluation, and she seeks and implements the suggestions of children, their parents / carers, and other interested partners to make future improvements. The child minder has an up to date and detailed statement of purpose, which is a true reflection of the setting. The child minder is very knowledgeable and passionate about her responsibilities. She reviews policies regularly, shares with her assistant and implements them thoroughly in practice.

The child minder has a good understanding of the responsibility to promote the Welsh language and culture. She also recently completed the gold standard 'Welsh Promise' by developing the use of Welsh and creating an environment where the language is embedded into practice. The child minder mostly follows thorough recruitment processes to safeguard children and there are mainly good systems in place to update suitability checks. However, during the inspection visit we noted that the child minder had only secured one reference for her assistant. The child minder quickly rectified this following our visit and two references are now in place. The child minder has implemented a good induction procedure for her assistant and promotes ongoing training. The child minder understands her responsibilities for performance management and encourages her assistant to attend a range of training opportunities. She completes regular supervision to ensure her assistant is receiving sufficient support and have an opportunity to reflect on their practice and professional development. She confirmed an annual appraisal is due to be completed once her assistant has completed a year working at the setting.

Communication with parents is effective to keep them well informed. The child minder shares daily information by sending pictures and messages. Children's personal records include the required information, and she has written permissions from parents for a variety of situations, including outings, emergency medical treatment and application of sun cream. The child minder keeps a book of children's work and photographs which is sent home to the parents when their children leave the setting to start school. Parents who use this service told us: *"Everything is working exceptionally well. My child has settled in wonderfully at Gofal Plant Ty Ni, and they absolutely love attending!"* and *"Eleri has been amazing. I always get a daily update on what my child has done. I'm amazed each week as they've always learned something new, be it new words, loving a song or doing actions from a nursery rhyme. I couldn't wish for a better person to look after my child."*

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.

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)
Standard 10 - Healthcare	Ensure the current infection control guidance is implemented fully when changing a child's nappy.

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

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