



Childcare Inspection Report on

Lynne Parry

Y Felinheli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

02/05/2019

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Ratings	What the ratings mean
Excellent	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
Good	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.
Adequate	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.
Poor	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

Lynne Parry is registered as a child minder, who operates her service from her home in Y Felinheli, Caernarfon. She currently works with two assistants. The child minder is registered to care for a maximum of 10 children under the age of 12. Children have use of the playroom, kitchen/diner, lounge and bathroom. They also have access to an enclosed garden are to the rear of the property. The service operates between the hours of 8:00 a.m. and 6:00 p.m. Monday to Thursday. The service implements the 'Active Offer' in relation to the Welsh language.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Adequate

1. Overall assessment

Children are happy and settled. They feel secure, enjoy the activities available to them and have formed positive bonds with the adults caring for them. The child minder and assistants know the children well, promote positive interactions and respond to children's individual needs effectively. The child minder provides children with a safe, comfortable environment with a range of resources to suit children's ages and stages of development. The child minder is experienced, suitably qualified and manages the service suitably. However, some improvements are required in relation to record keeping in order to ensure the child minder meets legal requirements.

2. Improvements

Since the previous inspection, the child minder informed us she had secured a grant. This money had been used to build a wooden climbing structure with a slide for children to use in the outdoor play area. The child minder had also updated her statement of purpose to include reference to working with both assistants.

3. Requirements and recommendations

We have advised the child minder that improvements are needed in relation to staff files and staff attendance records in order to fully meet legal requirements. We have not issued

non-compliance notices on this occasion as we found no evidence of significant impact or risk to children. We expect the child minder to take action to rectify these issues.

We have also made recommendations regarding infection control procedures and some aspects of record keeping.

1. Well-being

Good

Summary

Children are happy, settled and feel secure as they have formed bonds of affection with the adults who care for them. They enjoy the activities available to them and are curious to explore their environment. Children have formed friendships and are learning to take turns and share with their peers. They are encouraged to do things for themselves and are learning independence skills well.

Our findings

Children are confident to make choices and express themselves. A wide variety of toys were available, which were easily accessible and stored well to enable children to choose independently. We saw children deciding what they wanted to do and moving around different areas freely as they wished. They were comfortable communicating with the child minder and were confident to ask for what they wanted. For example, one of the children asked to bring a doll and cot upstairs to the lounge, which was quickly provided. Another child brought a book over to the child minder and asked her to read them a story.

Children had positive relationships with the adults who were caring for them. They approached them for cuddles and were eager to involve them in their play. For example, two children were eager to play with the train set with the child minding assistant. They built the tracks together and took turns to roll the trains along the track. Children were confident to approach us and tell us about their families and the things they liked to do. One child excitedly told us how they were looking forward to going to school that afternoon, while another child showed us their favourite teddy, which they had brought with them from home. This showed they felt secure in their surroundings.

It was evident children felt valued as their achievements were celebrated. For example, children were all eager to show the objects they had built with the construction materials to the child minder or one of the assistants. Children smiled happily when they received praise for their efforts.

Children played happily together, sharing toys and taking turns. They were happy to share resources and take turns with their friends. For example, two children took a book to sit on the child minder's knee and they sat and looked at this together, each pointing out different pictures. Lots of laughter and happy chatter ensued as they had an animated discussion about their personal experiences with the animals and the animals they liked. At lunch time, children happily chatted together. They were eager to show their friends what they had in their lunch boxes and talked about their favourite foods.

Children were interested in the activities and resources available to them. They had fun and enjoyed their play. For example, one child asked to change into a crocodile costume. All the children were intrigued when the child showed their costume to their friends and all wanted

to dress up in the costumes available. The child minder began to sing a song about crocodiles and lots of laughter and happy chatter ensued as all the children joined in. Later in the morning a small group of the children enjoyed building houses for the animals out of the Duplo blocks. They chatted together about how high they should build the houses and clearly enjoyed this activity.

Children were able to direct their own play and follow their interests. For example, a younger child enjoyed passing books to the child minder for them to look at together. The child decided which stories they would read next and pointed to the parts of the picture which interested them. When the child had enough of this activity they quickly hopped off the child minder's knee and indicated what they wanted to do next. Children were encouraged to do things for themselves and to be involved in tasks. All children helped to tidy up at the end of activities and even the youngest children were encouraged to feed themselves and wash their own hands after finishing their meal. Plenty of time was given during activities to ensure children were able to complete them as independently as possible and at their own pace.

2. Care and Development

Good

Summary

The child minder knows the children well, promotes positive interactions and responds to their individual needs effectively. We made recommendations in relation to infection control procedures in order to improve outcomes for children.

Our findings

The child minder had a good understanding of how to protect children and of safeguarding procedures. All adults working at the service had completed safeguarding and paediatric first aid training, meaning they were well prepared to deal with any accidents or emergencies should they occur.

The child minder promoted healthy lifestyles as she provided plenty of opportunities for children to be physically active. The child minder and children told us about the normal daily routine of playing outdoors every afternoon and walking to and from school. The child minder asked parents to provide food for their children, but stated she did sometimes provide snacks if required. Tables were wiped before snack and meal times to ensure they were clean and to minimise the risk of spreading infection. However, not all children were encouraged to wash their hands before eating. We observed the nappy changing procedure and found that, although procedures were mostly in line with current best practice, the child minder did not use a paper covering on changing mats to further reduce the risk of spreading infection. The child minder stated she would purchase appropriate paper without delay in order to ensure this was done in future.

The child minder and assistants had formed close bonds with the children. They spoke in a friendly and relaxed manner, showing genuine warmth and affection. This provided children with a sense of belonging and increased their self-esteem. Plenty of praise was given throughout the day for positive behaviour, completing activities and trying new things. The behaviour management policy detailed how unwanted behaviour would be dealt with in a positive way. This was also reinforced through our observations. Children were gently reminded when their behaviour was inappropriate and the child minder and assistants modelled positive behaviour, encouraging children to engage positively in play. Children were redirected to other activities when the adults caring for them noticed that children were unsettled or frustrated. This promoted positive interactions. For example, one child minding assistant supported children to take turns on the sit and spin toy. They intervened promptly when they detected children may begin to argue and helped them to take turns in a positive way. The children remained engaged in the activity and enjoyed watching their friend take their turn.

The child minder and both assistants were familiar with each child's interests and was able to suggest and develop activities accordingly. Detailed personal daily diaries were kept for the younger children, outlining essential information about children's time at the service.

The child minder also shared information with parents verbally or via text messages, informing them of their child's progress and about their day. Through conversations with the child minder and from looking at children's daily diaries, it was clear she planned a variety of play and learning activities. A range of activities were laid out for children to move freely between them, with a good range of sensory, craft, indoor and outdoor activities available. However, the child minder did not keep her own written account of children's time at the service or have any formal method for planning activities.

3. Environment

Good

Summary

The child minder provides care in a clean, comfortable environment. She ensures children have access to a range of interesting indoor and outdoor areas. Resources are of good quality and appropriate for the children's needs. Risks are identified and effective measures are put into place to manage or eliminate any potential hazards to children's safety.

Our findings

The premises were secure; the outdoor areas were surrounded by a fence and the front door was locked to prevent unauthorised access. The child minder ensured appropriate measures were in place to keep children safe in the event of an emergency. Records we viewed confirmed that fire drills had been performed regularly, ensuring that all of the children were well rehearsed in how to evacuate the premises quickly and safely in an emergency. The child minder had identified risks within the premises and these were included within written risk assessments showing how these were managed and where possible eliminated. However, these were not dated and we advised the child minder to record the dates on which these documents were reviewed or amended.

The premises were well decorated, clean, bright and welcoming. Children had use of a spacious playroom as well as the upstairs lounge, which provided plenty of space for them to move around and play or to sit and rest on the comfortable furniture. Children were also able to sit at the child-sized table and chairs in the dining room to eat lunch or complete craft activities. Low level storage boxes and cupboards were used in each area, enabling children to access most toys and resources independently. Children also had access to a secure outdoor area where they could play, which contained a range of outdoors toys, sand table, play house and a recently constructed climbing slope and slide. This provided children with a range of exciting and interesting resources with which they could play and experiment.

Toys and resources were clean and in good condition. A wide range of toys and resources were available for children including dolls, jig saws, games, musical toys, craft materials, toy cars and garage, figurines and a toy house. Most toys were made from natural materials, such as wood, enabling children to gain a good understanding of sustainable and natural resources. The outdoor toys were stored appropriately when not in use and the child minder told us indoor and outdoor toys were changed regularly to ensure children maintained interest in the activities available to them. Steps, potties and a toilet seat were available in the bathroom to promote children's independence. High chairs, booster seats and steps were available for children to use, encouraging independence and aiding their development. These were also clean and in good working order. The child minder told us toys were cleaned regularly with antibacterial spray. The child minder had also recently completed the Public Health Wales Infection Control Audit Tool for Childcare Settings.

4. Leadership and Management

Adequate

Summary

The child minder is experienced, suitably qualified and understands what improvements need to be made to run the service effectively. Policies and procedures are in place for all aspects of the service. Information is shared regularly with parents to ensure they are kept up to date with their child's progress.

Our findings

The child minder had produced a comprehensive statement of purpose, which gave a clear description of the service offered and provided parents with all the information they needed to decide if the service could meet their needs. Policies and procedures were in place for all relevant aspects of the running of the service. The child minder told us these were reviewed regularly, but this was not recorded. We saw from written records the child minder had asked parents to complete registration forms and contracts before their children started. Permission slips had also been signed by parents for many aspects of the care provided to children, including for photographs, outings, the administration of medication and first aid and application of sun cream. Children's files also contained details of children's likes, dislikes and their usual daily routine.

The child minder monitors her service and makes improvements by gathering feedback from questionnaires sent out to parents each year so they could share their views. The child minder also told us she gathers children's views about the service using verbal feedback and discussions. This feedback was collated and used to form a report outlining a summary of the feedback and an action plan for any improvements planned in response.

Documents were filed appropriately and were easily accessible. The DBS checks for all the adults who live on the premises were current, as well as those for the child minding assistant. We advised the child minder of the need to conduct a DBS check as a child minding assistant for her husband instead of one as a household member. The child minder had collated a staff file for one child minding assistant, evidencing that some checks had been conducted to ensure their suitability to work at the service. However, not all required documents were included and there was no staff file in place for the child minder's husband who was also working occasionally as an assistant at the service.

The child minder keeps accurate records of children's attendance each day. On the day of inspection, and on many other occasions noted in the daily registers of children's attendance we saw the child minder was caring for more than three children aged under 5 years. On the day of inspection the child minder's assistant was also working, along with her husband who was also helping out. The child minder assured us that the child minding assistant worked every day and on occasions where more than 6 children under 5 were

present, her husband also worked as an assistant, although no record was kept of the adults present on each day. The child minder was advised of the need to keep records of the adults who are to care for the children on each day in order to provide evidence the appropriate adult:child ratio of one adult to every three children under 5 years is adhered to at all times.

The child minder had good relationships with parents. Information about how children have eaten and activities they have taken part in were recorded in their daily diaries and photographs were regularly shared verbally or via text messages. The child minder told us she took children to places of interest within the community, such as a local toddler groups, library and nearby shops.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We informed the child minder that she was not compliant with the following regulations. We have not issued non - compliance notices in relation to these matters as we did not find evidence on this occasion, they had an adverse impact on children's well-being. However, the child minder must take action to address these matters:

We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 30:*

The child minder must ensure an accurate record is kept of the adults who will care for children each day as well as keeping records of the children's attendance.

We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 28:*

The child minder must ensure all required regulatory documentation is included in the staff files for each child minding assistant. This was not the case at the time of inspection as one staff file did not contain full employment history or references and did not contain a completed health declaration. There was no staff file in place for the child minder's husband, who was also working as an assistant at the service.

We also made the following good practice recommendations for the child minder to consider:

- to keep her own written account of children's time at the service and have more formal plans in place for the activities planned each week;
- to ensure she follows current guidance and best practice regarding hand washing and nappy changing in order to prevent the risk of cross contamination; and
- to note the date on which risk assessments and policies are reviewed or updated.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on the 2 May 2019 between 10:45 a.m. – 2:15 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by the child minder and the two assistants;
- spoke to the children, the child minder and both assistants;
- we looked at the areas used by children and resources on the day of our inspection and
- we detailed feedback of what we found and what needed to be addressed.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Lynne Parry
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	8:00 a.m. – 6:00 p.m. – Monday to Thursday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	24 January 2017
Dates of this inspection visit(s)	02 May 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?	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.
Additional Information:	

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