



Childcare Inspection Report on

Shan Mayor

Llanfyllin, Powys

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Shan Mayor is registered as a child minder, who operates her service from a large first floor flat in the centre of Llanfyllin, Powys. She currently works with three assistants, one of whom is in the process of registering as a child minder. No more than three adults work at the service at any one time. Shan Mayor is registered to care for a maximum of 10 children under the age of 12 when working alone, and a maximum of 20 children under 12 years old when working with another child minder. Children have use of the three playrooms, kitchen/diner and bathroom. They also have access to an enclosed garden at the rear of the property. The service operates between the hours of 7:00 a.m. and 7:00 p.m. Monday to Friday. The main language of the service is English, with Welsh also regularly spoken to the children. The service does not currently implement the 'Active Offer' in relation to the Welsh language.

Summary of our findings

1. Overall assessment

Children are happy, settled. They feel secure, enjoy the activities available to them and have formed positive bonds with the child minder and their friends. The child minder knows the children well, promotes positive interactions and responds to their 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. However, the child minder needs to ensure fire drills are conducted at suitable intervals. The child minder is experienced, suitably qualified and manages the service effectively.

2. Improvements

This was the first inspection of the service since registration and so did not note any improvements during this inspection.

3. Requirements and recommendations

We have advised the child minder that improvements are needed in relation to the frequency of fire drills (regulation 38) in order to fully meet legal requirements. We have not issued a non-compliance notice on this occasion as there was no significant impact or risk to children. We expect the child minder to take action to rectify this.

We have also made recommendations regarding nappy changing procedures, accident records and some aspects of record keeping.

1. Well-being

Summary

Children are happy, settled and have formed positive relationships with the child minder and each other. They are able to make choices and are provided with opportunities to encourage them to be independent. They enjoy the activities available to them and are curious to explore their environment.

Our findings

1.1 To what extent do children have a voice?

Children feel valued as all attempts at communication are listened to and they are responded to promptly.

Children were confident to express their wants and needs to the child minder and choices were offered in every aspect of their day. The children were able to choose freely what they would like to play with and were able to access most resources independently. Children's individual preferences and needs were respected. One child indicated they were tired just after snack time and was taken to settle and relax in a quiet area without delay. They were confident to ask for activities they could not reach. For example, a child indicated they wanted a toy from a higher shelf by gesturing towards it and making happy babbling sounds while looking at the child minder. The child minder responded by quickly providing the toy. An older child was confident to tell the child minder which activity they wanted to do next from an activity book. The child minder respected their choice and discussed with the child how they were going to complete the activity.

Children are confident to make choices and decisions and express their views well.

1.2 To what extent do children feel safe, happy and valued?

Children feel safe as they are given consistent care by a child minder who knows them well.

Children were settled, comfortable and secure in the child minder's care. They had formed close bonds with each other and the child minder and they happily babbled and played together, with lots of smiles and laughter exchanged between them. The toddlers were confident to show us what toys they liked and older children were confident to tell us about the things they liked doing and their ongoing projects. Children knew they could seek help from the child minder when they needed it and that their needs would be responded to promptly. One of the toddlers became tired in the play room and went straight to the child minder, who immediately comforted them with lots of cuddles and reassurance. The child quickly fell asleep in the child minder's arms, showing they felt secure and comfortable in her care. Children had also formed positive relationships with the child minding assistants and were comfortable in their care. For example, two children called out happily and waved when one assistant arrived, smiling in response to their greeting.

Children feel valued as they know they will receive the support and reassurance they need from the child minder.

1.3 How well do children interact?

Children interact well with their peers and are beginning to share and take turns appropriately.

Children were happy playing together, sharing toys and taking turns. For example, two toddlers played a game of pee-po together through an interactive activity door before taking turns to pass the ball to each other through the doorway. Children cooperated well and were happy to help with tasks. For example, when asked to tidy up the toys before lunch the children were happy to do so. An older child told us how they had grown to enjoy spending time with the younger children and later in the afternoon it was evident the babies had formed close bonds with the older child as they approached them for cuddles and passed toys enthusiastically to them.

Children have formed friendships with their peers, cooperate well and enjoy each other's company.

1.4 To what extent do children enjoy their play and learning?

Children are able to explore the environment freely and are interested and motivated by the resources and activities available to them.

A wide range of activities were on offer including a range of toys, craft materials, games and a selection of books. Children enjoyed playing with the resources offered and concentrated for an appropriate length of time. For example, two toddlers enjoyed exploring the sensory boards and had lots of fun dropping the plastic balls down the different pipes. They chuckled and babbled enthusiastically as the balls rolled out of the other end and were eager to involve the child minder and us in their play. Another toddler enjoyed experimenting with the jumbo chinks on the blackboard wall. The enjoyed making marks with the chalk and enthusiastically showed the child minder their efforts by pointing and chuckling, to which the child minder responded warmly with praise and encouragement. Opportunities were also available to relax and have quieter periods. For example, children could relax on the comfortable sofas and enjoy quieter times looking at books as and when they wished.

Children are motivated and engaged in their play but also have opportunities to enjoy quiet times.

1.5 How well do children develop, learn and become independent?

Independence is encouraged and children are given time to learn to do things at their own pace.

We saw children leading and directing their own play who were motivated to follow their own interests. They were naturally motivated and curious about their environment and enjoyed exploring the resources and activities provided. Children were encouraged to do things for themselves and to be involved in tasks. Younger children helped to tidy up at the

end of activities and older children were encouraged to make decisions for themselves about how to spend their time. Plenty of time and space was given during activities to ensure children were able to complete them as independently as possible and at their own pace.

Children are confident and motivated because they are encouraged and supported to learn to do things for themselves.

2. Care and Development

Summary

The child minder knows the children well and quickly responds to their needs and attempts to communicate with warmth and affection. Healthy lifestyles and good hygiene are promoted, with plenty of opportunities given to be physically active and play outdoors. The child minder carefully plans a range of interesting activities to help children flourish, develop and learn.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder promotes a healthy lifestyle and ensures the children are as safe and healthy as they can be.

Through discussions with the child minder it was evident she had a good understanding of how to protect children and of safeguarding procedures, which she had completed training on. The child minding assistants had also completed training on safeguarding procedures. The child minder and all assistants also had paediatric first aid training meaning they had knowledge of how to administer basic first aid in an emergency. Any accidents that did occur were recorded appropriately in the child minder's accident book. However, we noted these records were not always signed by parents to evidence they had been informed about the accident and were happy with the steps taken.

Children had their own bottles of water available to them throughout the day. The child minder encouraged the children to drink in order to encourage good hydration. The child minder also promoted good hygiene by encouraging children who were able to wash their hands before eating and after using the toilet. We also saw the child minder following appropriate procedures when handling food to prevent the risk of cross contamination. We discussed the nappy changing procedure with the child minder 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 cross contamination. The child minder stated she would purchase appropriate paper without delay in order to ensure this was done in future.

The child minder encourages children to make healthy choices and has put appropriate measures in place to ensure their safety.

2.2 How well do practitioners manage interactions?

The child minder has positive relationships with the children in her care and models good behaviour and appropriate language.

The child minder had formed a close bond with the children. She 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. 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 modelled positive behaviour, encouraging children to engage positively in play. Children were redirected to other activities when the child minder noticed that children were unsettled or frustrated. This promoted positive interactions. Plenty of praise was given throughout the day for good behaviour, completing activities and trying new things.

The child minder supports the children's emotional well-being by using positive methods to ensure children are happy and settled.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

The child minder provides a nurturing environment and is responsive to children's individual needs.

Activities were carefully planned in order to ensure children had a wide range of interesting activities which would help them to flourish and enhance their learning. 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. The child minder was familiar with each child's interests and was able to suggest and develop activities accordingly. For example, we saw a sensory board which an older child had created using different locks and switches. The child minder had tasked the older child with the project of creating this sensory board in response to a younger child's interest in locks and keys.

The child minder kept detailed records of children's using a specialised app. Observations and photographs were recorded daily, effectively mapping children's progress and allowing the child minder to plan each child's next steps of learning and to specifically tailor activities to children's individual skills. These records were accessible to parents at any time either through the app or the website, with individual login details provided and parents could also note their own observations or comments. This enabled parents to be part of their child's learning and keep a close eye on their progress.

The child minder provides child centred care and carefully plans activities according to children's individual needs and stage of development.

3. Environment

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. However, the child minder needs to ensure fire drills are practiced at regular intervals.

Our findings

3.1 How well do leaders ensure the safety of the environment?

The child minder provides a secure environment where children can play and explore different areas safely.

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. For example, accurate records of daily attendance were maintained meaning she knew who was present should the premises need to be evacuated quickly. 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. These risk assessments were reviewed regularly, ensuring any potential hazards were monitored and managed effectively.

The fire evacuation procedure was displayed on the wall of each of the play rooms and the child minder stated she had discussed these at length with each of the child minding assistants so they were aware of the correct procedures to follow when evacuating the premises in an emergency. However, the child minder told us they had not yet conducted a fire drill, but planned to do one imminently. We spoke with the child minder about this and reminded them of the need to practice emergency evacuation procedures at suitable intervals.

The child minder ensures the premises are secure and risks are monitored and managed appropriately. However, emergency evacuation procedures practiced at suitable intervals.

3.2 How well do leaders ensure the suitability of the environment?

The child minder ensures children are cared for in a homely and well maintained environment.

The premises were well decorated, clean, bright and welcoming. Children had use of two playroom, 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 complete craft activities. Low level storage boxes and cupboards enabled children to access some toys and resources independently. The

cupboard units were used as a sensory exploration area, with different toys and activities hidden behind the cupboard doors for children to find when they opened them. Children had access to a secure outdoor area where they could play, which contained a range of outdoors toys, tuff tray and sensory play area made from recycled pipes and tubes.

The child minder provides a homely atmosphere and ensures children have access to welcoming and interesting areas of play promoting their enjoyment.

3.3 How well do leaders ensure the quality of resources and equipment?

The child minder ensures the children have access to a wide range of good quality, suitable materials to enhance their play and learning.

Toys and resources were clean and in good condition. A variety of outdoor toys were available in the patio area, including a tuff tray which the child minder used for sensory play, ride on toys and a range of natural and recycled materials for children to explore. 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 and a toilet seat were available in the bathroom to promote children's independence. The child minder told us toys were cleaned regularly with antibacterial wipes or spray.

The child minder ensures children have access to toys and materials that are interesting and exciting to them and enhance their play and learning.

4. Leadership and Management

Summary

The child minder understands her responsibilities. She is committed to providing a good quality service, with effective policies and procedures in place ensuring children are well cared for. Good partnerships have been formed between the parents and the local community and information is shared frequently to ensure children's individual needs are met.

Our findings

4.1 How effective is leadership?

The child minder is aware of her responsibilities and is committed to providing the best care possible for the children.

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. These were comprehensive and provided lots of information for parents about each aspect of running 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, being cared for by the child minding assistants and application of sun cream. Children's files also contained details of children's likes, dislikes and their usual daily routine.

The child minder is very organised and runs the service well.

4.2 How effective is self evaluation and planning for improvement?

The child minder is putting procedures in place to review the quality of her service.

We spoke about how she planned to carry out a review of the quality of care. She stated she regularly asked for feedback verbally from parents and they were also able to make comments in their child's online daily diary should they wish to do so. The child minder also stated they had regular meetings with the child minding assistants to gather their views and so they could be involved in activity planning and planning for improvements. As the service had only been operating for a short period, the child minder had not yet sent out feedback questionnaires to parents or gathered verbal feedback from children. She stated she intended to do this in the next few months and we advised her of the quality of care report template available on the Care Inspectorate Wales (CIW) website in order to help her collate any feedback and use this to plan for improvements.

The child minder is eager to use the information received from parents, children and other parties to improve her service.

4.3 How effective is the management of practitioners, staff and other resources?

The child minder manages resources well and ensures she provides a good service. The resources were all of good quality and were appropriate for the children who used them. A range of toys, games and resources were available for the children and they were able to access them as they wished. The DBS checks for all the adults who live on the premises were current, as well as those for all child minding assistants. Documents were filed appropriately and were easily accessible. The child minder also ensured staff files were in place for all child minding assistants, evidencing that checks had been conducted to ensure their suitability to work at the service. Development plans were also in place to ensure the child minder and assistants were able to attend training and events, which in turn kept them abreast of current best practice and enhanced their knowledge.

Children benefit from a service where resources are managed well and checks are undertaken as appropriate.

4.4 How effective are partnerships?

The child minder shares information with parents, ensuring children's needs are met effectively.

The child minder had good relationships with parents. Parents we spoke with told they receive lots of information from the child minder and were extremely happy with the service. Information about how children have eaten and activities they have taken part in were also noted on a specialist app. The child minder shared photographs regularly with parents and is registered with the ICO (Information Commissioner's Office) and ensures that all photographs and information is shared and stored safely. 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. This was confirmed by parents we spoke with and in activity plans we viewed. An older child also told us of a project they were currently undertaking with a neighbour, which had been set up by the child minder.

The child minder works with parents in order to ensure children's needs are met, enhancing their well-being.

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 the service was not compliant with the following regulation. We have not issued a non - compliance notice regarding this issue as we did not find evidence on this occasion it had an adverse impact on the children's well-being. However, the child minder must take action to address this matter:

We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 38:*

The child minder must ensure by means of fire drills and practices at suitable intervals, staff and children are aware of the procedure to be followed in case of fire. This was not the case at the time of inspection as, although the child minder and assistants were aware of the emergency evacuation procedures, no fire drills had taken place. This increases the risk of staff and children being unfamiliar with how to evacuate the premises safely in the event of an emergency. The child minder needs to ensure these happen at suitable intervals in future, taking into consideration the young age of the children and any new children who have started attending the service.

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

- Obtaining a signature on every accident/incident record as evidence parents have received information relating to these and are happy with the steps taken;
- use paper as a disposable extra layer on changing mats during nappy changing to further reduce the risk of cross contamination; and
- make a note of when policies are reviewed and/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 14 February 2019 between 10:30 a.m. – 2:00 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;
- spoke to the children and the child minder, one assistant and two parents;
- we looked at the areas used by children and resources on the day of our inspection and
- we gave detailed feedback to the child minder 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	Shan Mayor
Registered maximum number of places	20
Age range of children	0-12 years
Opening hours	7:00 a.m. to 7:00 p.m. Monday to Friday through the year except for Christmas school holidays & Bank Holidays
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	This is the first inspection of the service since registration.
Dates of this inspection visit(s)	14 February 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 is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	