



# Childcare Inspection Report on

Lynn Morgan

Crymych



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## **Description of the service**

Lynn Morgan provides a child minding service for a maximum of six children, aged six months to twelve years from her home in Crymych, Pembrokeshire. Operating hours start from 7am, although finish times and days are flexible and may include weekends, by prior arrangement. The care is provided in both English and Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy, relaxed and confident in this child minder's care. She provides kind and nurturing care and positively supports children's individual development and meets their needs. The environment is very suitable and child-friendly. On the whole, the leadership and management of the service is appropriate, although some improvement is required.

### **2. Improvements**

Since the last CIW inspection, the child minder had acted upon recommendations and notifications in the report by completing a review and report on the quality of care provided, fully recording the times of children's attendance, completing fire drills and updating her food hygiene training.

Following our first visit, the child minder had put individual towels in place for children to dry their hands. She also put templates in place in order to keep her own records of medication given to children.

### **3. Requirements and recommendations**

We notified the child minder that she was not compliant with the regulation in relation to safeguarding and promotion of welfare because she had not provided a current Disclosure and Barring Service (DBS) check for a household member within 3 months of its issue.

We made a number of recommendations and these are detailed at the back of this report.

# **1. Well-being**

## **Summary**

Children are happy and feel valued in the child minder's care. They interact well with each other, with the child minder and with other household members. Children have good opportunities to develop their individual skills and they really enjoy their play.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children make choices and they can be confident that they will be listened to.

Children had many opportunities to make choices during our visits. They chose the plates they wanted to have their lunch on, what they wanted next from their lunch boxes, and they were able to make free choices of their play activities. The children told the child minder when they had had enough of an activity or went directly to play with something else. They asked to play outside and the child minder supported them to do so despite it raining. When the children made requests, the child minder responded to them immediately. For example, when a child asked for some help with colouring the child minder asked where he would like her to colour and when a child asked the child minder to put a special crown on a high shelf, she did so.

Children have a strong voice.

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

Children are relaxed and comfortable in the child minder's care and they form positive bonds of affection.

Children were mostly very content and confident in their surroundings and in our presence. One child who was shy initially soon got used to our presence with comfort and reassurance from the child minder and another household member. Children naturally used their preferred language, English or Welsh, during the visits and the child minder responded in their chosen language. An older child told us that they had friends at the service and it was clear that they had a good relationship with household members. An older child was learning how to do the 'cup song' with a household member and another child said a cheery "*Hello!*" to another household member who popped in.

Children feel very safe, happy and valued.

### **1.3 How well do children interact?**

Children follow socially acceptable rules of behaviour and show kindness to other children.

Children were well-behaved and polite throughout our visits. For example, they asked "*Please may I leave the table?*" and they followed the child minder's requests to tidy their toys away or to go and wash their hands. Older children showed kindness to younger

children. For example, an older child said “Hi” to a younger child in a soft and affectionate voice when he came outside to play and an older child helped a younger child to count slowly. Children chatted to each other and played together nicely and they took turns, such as when they played games and used a slide.

Children interact very well.

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

Children are engaged and interested in their play activities. They have fun and show pride in what they do.

Children smiled frequently and they were absorbed in various play activities throughout our visits. They were particularly animated and excited to play in the outdoors. We saw children beaming as they ran around, played on the slide and played on ride-on toys and a bike. One child was very proud to show us the crown that the children used for a regular fun activity where the wearer of the crown made the rules. A child eagerly encouraged us to smell his hands so we could guess the fragrance of the hand wash he had used.

Children really enjoy their play and learning.

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

Children have frequent opportunities to develop their individual skills and to do things for themselves.

Children practised individual skills during play activities and as a normal part of the daily routine. For example, they counted the squares when playing a snakes and ladders game and they counted their sandwiches at lunch time. They identified colours naturally in their play, such as the colours on the crown, the colours of their counters and the coloured pens they were using. They practised their physical skills when playing in the outdoors, dancing, colouring and building. The children were actively encouraged to talk by the child minder and household members talking with them about their experiences and the world around them. Children confidently and naturally did things for themselves, although the child minder reminded them that she was available if they needed help. For example: they took their own shoes off and stored them neatly; they changed their clothing when it got wet in the rain; and they found towels and wiped wet outdoor play equipment independently.

Children develop, learn and become independent well.

## **2. Care and Development**

### **Summary**

The child minder is kind, caring and positive. She effectively supports children to manage their behaviour and develop their skills through fun activities. The child minder has the necessary training to keep children safe and she actively promotes a healthy lifestyle.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder keeps up to date with necessary training. She has some policies and procedures in place in relation to health and safety and she is developing others. The child minder actively promotes a healthy lifestyle.

The child minder had completed up to date training in paediatric first aid, child protection and food hygiene. She had a child protection policy in place which contained relevant information and she could explain the correct procedure should she have any safeguarding concerns about children. The child minder confirmed that she had not written a nappy changing policy but she talked us through her nappy changing process which gave consideration to children's privacy and dignity and hygiene matters. The child minder had not written an ICT policy but she was in the process of undertaking online training regarding keeping children safe online. The child minder told us that she has put the highest level of parental controls on her internet.

The child minder gave children easy access to their drinks by storing them visibly and within their reach and she also reminded them to drink. She encouraged them to eat healthy snacks of fruit and vegetables and reminded them to wash their hands when necessary. Following our first visit, the child minder had put individual towels in place for children to dry their hands hygienically and she told us of her plans to develop this further so that children could easily identify their towels. We found, from observation and discussion, that the child minder gave children access to outdoor play on a regular basis.

The child minder effectively keeps children safe and healthy, on the whole.

#### **2.2 How well do practitioners manage interactions?**

The child minder manages behaviour positively and consistently.

The child minder gave children quiet and consistent behaviour reminders, such as reminding the children to tidy away toys when they had finished with them and reminding them to finish the food in their mouths before speaking. When the child minder asked a child to put his toy in the middle of the table during a meal time, she made sure that the child had the toy back afterwards, as she had promised. When a child had to wait a little longer than the others for their lunch, the child minder acknowledged this and continued to

talk to the child and update him while she prepared the food. She gave individual attention to all the children and she was calm and positive throughout our visits, including when there was a terrific amount of noise from the recorders that children chose to play. She encouraged them and made suggestions. She had lots of fun with the children and showed genuine affection for them. For example, there was lots of laughter with a child when they got their jumper stuck on their head which led to them having fun swinging the top around and singing '*I whip my hair back and forth*'. The child minder and a younger child also had fun peeping at each other through a tunnel.

The child minder manages interactions very well.

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

The child minder knows the children well and is able to meet their needs. She seizes opportunities to promote their play, learning and development.

The child minder talked with the children a lot during our visits and she seized opportunities to develop their language and understanding. For example, when she was preparing grapes for the children, she had a discussion with them about the reasons she was doing this and other things that could be dangerous. When a child showed the child minder some berries that he had found outside, this led to a discussion about berries, leaves and what birds eat. The child minder spoke in both English and Welsh with the children. She provided activities for the children during our visit, which were suited to their ages and stages of development including colouring, playing board games and outdoor play. She also told us about other interesting activities that she provided such as role play and visits to the local park and shops. She had sought information from parents about children's needs and she was able to tell us about children's preferences and development. However, there was only a basic activity plan which had been in place for some time and the child minder did not keep records of children's development.

The child minder promotes children's play, learning and development well and meets their needs appropriately.

### **3. Environment**

#### **Summary**

The child minder provides a welcoming and child-friendly environment. She ensures that the environment is laid out to encourage children's independence with easily accessible resources and facilities of good quality. She takes action to make the environment safe.

#### **Our findings**

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

The child minder follows procedures to eliminate or reduce risk to children.

The child minder had put in place control measures to keep children safe, such as putting child locks on cupboards and putting a stair gate at the bottom of the stairs and across the front door. She kept the door to the premises locked and had put a lock on the outside of the gate so that children could not leave unattended. The child care areas were clean and the child minder had informed the local authority that she provided food for children. She also kept a record of visitors to the service and she provided evidence that the annual safety check on the gas central heating system was up to date. The child minder told us that, as well as doing daily visual checks, she did a more thorough review of the safety of the environment on an annual basis. However, she did not have written risk assessments in place.

The child minder effectively ensures that the safety of the environment, on the whole.

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

The child minder provides an environment which has all the facilities that children need. It is welcoming and child friendly.

The child minder provided a cosy and comfortable area for children to play in the lounge. Children could access the toilet independently because it was situated near their play area and there was a step to enable them to reach the basin without help. The child minder also had a suitably-sized stand in the hallway where children could hang their coats independently. The child minder provided a bright indoor environment which was decorated with educational posters and she stored play resources at a low level so that children could access them independently. She also provided an outdoor environment with enough space for children to use their physical skills and also seating for children to complete quieter activities.

The child minder ensures that the environment is very suitable.



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

The child minder provides plentiful and varied resources for indoor and outdoor play, as well as the equipment that children need.

The child minder provided resources for different ages and interests. For example, there were toy vehicles and a garage, dolls and accessories, books and games for different ages. In the outdoors, she provided ride-on and push-along toys, space hoppers, a slide and balls. The child minder allowed children to bring resources for home. For example, older children brought their own iPads and mobiles which the child minder told us she monitored the use of. Children were able to sit comfortably to eat and to do table top activities. Most children sat at the table on chairs and the child minder used a high chair for a younger child. There were comfortable sofas on which children could relax if they wished.

The child minder ensures that the quality of resources and equipment is good.

## **4. Leadership and Management**

### **Summary**

The child minder has good partnerships with parents. She reviews the service and identifies targets for improvement. The leadership and management of the service is largely appropriate. However, some improvements are necessary.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder has a range of policies and a statement of purpose in place.

We looked at a sample of the child minder's policies, including policies on behaviour, child protection and complaints and found that these contained relevant information. The statement of purpose reflected the practice that we saw during our visits. However, it did not contain all of the details as specified in national minimum standards, such as the admissions policy and the arrangements to review the document. The child minder had also provided overnight care in an emergency situation and she had not provided the relevant information to CIW that the matters stated in national minimum standards, regarding this type of care, had been addressed. There was up to date public liability insurance in place.

Leadership is not fully effective.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder reviews her service and makes plans for improvement.

The child minder had completed a detailed report on the quality of the care she provided which took into account the views of children and parents and identified targets for improvement. She told us about her progress towards these targets which included completing an adult learning course to improve her computer skills, installing a new boiler and purchasing new seating for the outdoor area. The child minder had addressed the notifications and recommendations of the previous CIW report which included fully recording the times of children's attendance, completing fire drills and updating her food hygiene training.

Self evaluation and planning for development are suitable.

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

The child minder has processes in place to ensure that she keeps up to date with developments in child care. She complies with the conditions of her registration and she is improving her record keeping in relation to record-keeping when medication is administered.

The child minder actively sought and completed additional training. She had completed courses for her personal development and in order to support children's care and development. For example, she had completed training on adverse childhood experiences, mindfulness, anti-radicalisation strategies, and she was in the process of completing an online training course regarding keeping children safe online. She was also in the process of completing a level 3 child care qualification. We checked a sample of attendance records and found that she kept to the number of children of different ages that she could care for, as stated in national minimum standards. The child minder had not ensured that her Disclosure and Barring Service (DBS) check had been updated before the previous one had expired but she had completed this, through CIW, before the completion of this report as well as a check for a household member. However, another household member did not have a DBS check that had been provided to CIW within three months of its issue.

We asked to see the accident records for the service and we found that the most recent record was from 2016. The child minder told us that this was because there had not been any significant accidents. During our first visit, the child minder told us that written information regarding consent and details of the administration of medication was recorded in children's daily diaries but this was not available for us to see and she could not recall when or if she had given medication. By the time of our second visit, the child minder had devised templates for keeping records of parents' consent and the administration of medication. However, there was not space in which to write the last dose of medication given by parents.

The management of the service is mostly appropriate.

#### **4.4 How effective are partnerships?**

The child minder works with parents to meet children's needs.

We checked a sample of children's files and found that the information about children's personal details and their needs was in place for most children as well as a contract agreed with parents for the children's care and appropriate consents. However, there was no consent to seek emergency medical treatment in place for one child and there was no contract in place for another child. The child minder had established a link with another child minder and they had shared good practice and ideas. We saw many thank you cards at the service from parents who had been very happy with the service provided. A parent who had completed a CIW questionnaire strongly agreed that the service communicated well with parents and that the service was well run.

Partnerships are effective, on the whole.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

The child minder had been notified in the previous inspection that she was not compliant with regulations in relation to:

- the review of the quality of care . The child minder had completed a quality of care review in 2017 and was now compliant with this regulation, although another quality of care review and report was due soon after our visit; and
- the keeping of records because the times of children's attendance were not fully recorded. The child minder had begun keeping a record of the hours of children's attendance and she was now compliant with this regulation.

### **5.2 Recommendations for improvement**

We recommended that the child minder should:

- complete risk assessments for all areas of the home used for child care and for activities such as visits to the park and school runs;
- write a policy on the safe use of ICT;
- write a nappy-changing policy;
- provide information to CIW regarding the requirements in Annexe A of The National Minimum Standards for Regulated Childcare for children up to the age of 12 years prior to providing overnight care;
- update the statement of purpose for the service;
- ensure DBS checks are updated in a timely manner;
- keep the necessary records in relation to the administration of medication and ensure they are available for inspection; and
- ensure that there is a contract and consent for emergency medical treatment in place for all children before they start at the service.

## **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 15 and 16 August 2018 for a total of approximately four hours. We:

- inspected a sample of documentation and policies;
- observed children's engagement and the care being provided by the child minder;
- spoke with the children and the child minder;
- read one CIW questionnaire from a parent; and
- provided feedback by telephone on 20 August 2018.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Child Minder
Registered Person	Lynn Morgan
Registered maximum number of places	6
Age range of children	6 months to 12 years
Opening hours	From 7am. Finish times and days flexible, including weekends, by prior arrangement.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	28 May 2015
Dates of this inspection visit(s)	15 and 16 August 2018
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 intends to become a bilingual service.
Additional Information:	