



# Childcare Inspection Report on

**Anne Louise Price**

**Caernarfon**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

14/11/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Anne Louise Price is a child minder who provides care from her home in Llanberis, Gwynedd and is registered to care for a maximum of 10 children under 12 years of age. The service is open from 07.30 – 17.30 hours, Monday to Friday. The child minder employs an assistant who will work with her as and when required; either Maira or Bethan Price. She does not provide the Welsh language ‘Active Offer’ but speaks both Welsh and English fluently.

### Summary

Theme	Rating
<a href="#">Well-being</a>	Adequate
<a href="#">Care and Development</a>	Adequate
<a href="#">Environment</a>	Adequate
<a href="#">Leadership and Management</a>	Adequate

### 1. Overall assessment

Children are happy and have positive interactions with the child minder. The child minder provides children with a varied choice of activities to promote their play and learning. The environment is welcoming to children and they have a range of age appropriate resources to extend their play and learning. The child minder has a clear vision for her service and has good partnerships with parents. However, some improvement is needed in order to fully comply with standards and regulations.

### 2. Improvements

The child minder has purchased new resources to enhance children’s play and learning and addressed the matters arising following her last inspection. Since this inspection she has updated her statement of purpose and medication policy, confirmed in writing she will be following her medication policy to make sure medication administered to children meets standards and regulations and is accurately recording children’s daily attendance.

### 3. Requirements and recommendations

We informed the child minder she was not compliant with the following regulations. Non compliance notices have not been issued as these matters did not affect the children's safety or well-being, however they must be addressed;

**Regulation 28 of the Child Minding and Day Care (Wales) Regulations 2010.** The child minder must ensure the staff files in place for both assistants contain the relevant information as required by regulation.

**Regulation 29 of the Child Minding and Day Care (Wales) Regulations 2010.** The child minder must ensure staff (assistants) receive appropriate supervision and appraisal.

Recommendations were made in relation to well-being, care and development, the environment and leadership and management.

## 1. Well-being

**Adequate**

### Summary

Children make their own decisions and express themselves well. They are confident, happy and have positive interactions with the child minder and each other. Children are settled, enjoy their activities and learn different skills through play.

### Our findings

Children decided when they had eaten enough at lunchtime and when they wanted to sleep and their choices were respected. Children asked if they could build a castle out of blocks and then sat alongside each other and the child minder constructing their own individual shapes. Children told us they particularly liked to draw when they arrived from school and sat comfortably at the kitchen table, with a selection of different pencils and colouring pens, creating imaginative pictures. Children's individual needs took precedence over the daily routine and when they gestured they were tired, they were rocked gently to sleep.

Children felt content and safe as they had close relationships with the child minder and were forming friendships with each other. For example, children were content being comforted by the child minder when they needed reassurance and chatted amicably with each other as they played. Children were familiar with the daily routine and, for example, washed their hands after using clay and fetched their coats and shoes when it was time to collect children from school.

Children were beginning to learn how to interact positively and had good manners. For example, children were heard saying please and thank you and waited their turn when they wanted someone else's toy. Children were kind to each other, making space for their friends to sit alongside the child minder to listen to a story and took a friend's water bottle to them so they could have a drink. Children had positive interactions with each other and the child minder as they had plenty to do to keep them occupied.

Children had a range of activities to promote their learning and looked happy. During play they looked pleased with themselves when they identified different colours and counted and smiled when the child minder praised them. They worked together to build a wooden train track and to fit the pieces of the floor jigsaw correctly. Children were excited as they coloured in a Pudsey bear and talked about which colour pyjamas they would be wearing to school the following day. They focused well on creating different shapes out of clay and told us they were going to make a big dinosaur as opposed to a small one.

Children were beginning to do some things for themselves. For example, they used the toilet on their own and washed their hands. Their language skills were developing well as they enjoyed talking about their families and what they had been doing at school. Children had varied opportunities to use their imagination and fully immersed themselves in role play. For example, they pretended passengers were injured on the toy aeroplane and called their friend over with an ambulance to help look after a person who had broken their leg. However, children could be given more opportunities to be independent such as being encouraged to put on their own coats and being able to access more resources without needing to ask.

## **2. Care and Development**

**Adequate**

### **Summary**

The child minder generally implements suitable health and hygiene practices, however some improvement is required. She consistently and successfully promotes positive interactions. The child minder has close relationships with the children and knows them well. She provides a range of activities and meets children's individual needs.

### **Our findings**

The child minder knew what to do should she have a concern relating to safeguarding children; she understood the procedures to be taken and had completed a child protection course. The child minder held a current paediatric first aid qualification enabling her to administer emergency first aid if required. She recorded accidents and incidents, asking parents to sign the entry to keep them informed. However, the child minder did not always inform parents of any head injury their child had sustained at the time of the accident or kept records of medication administered in line with her policy. The child minder did not store medication safely out of children's reach. Although the child minder had completed Public Health Wales' Infection Prevention and Control Audit tool and followed the guidance in relation to changing nappies, on one occasion a tissue to wipe noses was shared with three children. The child minder prepared food for children daily and although good practice was seen in the provision of milk or water to drink and plenty of fruit snacks, some food was processed and did not follow current nutrition guidance for children. The child minder practiced regular fire drills so children should know how to exit the premises safely in an emergency.

The child minder successfully promoted positive interactions and treated children with respect. She was a good role model and had a natural and genuine rapport with children, speaking to them gently and always celebrating their achievements. The child minder made sure children were occupied and she engaged well with them throughout our visit to support their play and learning.

The child minder was responsive and caring towards the children, making sure she met their needs. For example, she knew the child who slept liked cuddles and comfort after waking up before they felt happy to join their friends at play. The child minder planned varied play and learning activities suiting the children's ages and stages of development. For example, through making learning fun and planning interesting activities, children were already successfully learning to count and identified colours well. All activities were undertaken through the children's home language of Welsh which supported their play and enhanced their communication and language skills. The child minder had devised individual learning files for each child, showing their progress from when they started and the milestones they had reached to date. The child minder was enthusiastic in her role and ensured children enjoyed their activities, with plenty of smiles shared throughout our visit.



### **3. Environment**

### **Adequate**

#### **Summary**

Overall, the child minder provides children with a welcoming, safe, clean and secure environment. She ensures they have access to resources which promote their play and learning and the layout of resources generally promotes their independence.

#### **Our findings**

The child minder ensured the premises were secure; doors were locked and the garden used by children was enclosed. A padlock secured one of the garden gates whilst children were out playing with the second gate/door was bolted. Risk assessment records were reviewed annually and the child minder supervised the children well to ensure they were safe whilst in her care.

The child minder provided a clean and light environment for children to play and learn. There was enough space for children to be active both indoors and outside with some resources set out enabling children to choose what they wanted. Some storage boxes were labelled and some toys accessible to them, however more defined play and learning areas for the children and a greater choice of resources could further promote their independence. The child minder made sure there were areas where children could relax or sleep. Care was provided on the ground floor with children able to freely access other areas when they chose, or use the toilet independently as it was located near to their playroom.

Toys and resources were in good order and provided a suitable range of choice for the children. For example, outdoors children could use chalk boards for drawing and a mud kitchen for imaginary play and indoors there were books to read, crafts, construction and musical instruments. Photographs and craft work seen in the children's development books showed they had used handprints to paint colourful caterpillars, made Santes Dwywnwen cards and enjoyed playing with different resources in the Easter themed exploratory tray. However, there were not enough multi-cultural toys which could further stimulate children's learning and increase their cultural awareness of the many different people and ways of life around the world.

## **4. Leadership and Management**

**Adequate**

### **Summary**

The child minder has a clear vision and provides parents and their children with an organised service suiting their needs. The child minder manages resources suitably and has good partnerships with parents. She makes positive changes which benefit the children.

### **Our findings**

The child minder had established suitable systems to manage the service. The statement of purpose provided parents with the information they needed in order to decide whether the service suited their and their child's needs. The child minder generally maintained the required records, such as information relating to children and signed permissions from parents; including their permission for their child to receive emergency medical treatment. Although staff attendance was recorded accurately, attendance records relating to children were recorded from when they arrived and left at the end of the day but not for the times they attended playgroup during the day. The child minder had devised policies and procedures relating to the care she provided and kept information about her service safe to maintain confidentiality for parents and their children. Public and employer's liability was current.

The child minder had sought written feedback from parents who responded positively to the care provided to the children. For example, they stated 'very happy with how we communicate' and 'extremely happy with the care xx receives'. The child minder had addressed the matters arising following our last inspection and purchased new toys and equipment which benefitted children's play and learning. A quality of care review report had been completed but could be further developed to include children's views. However, the child minder noted her commitment in improving practices by developing 'my knowledge and skills further as a child minder in order to provide the best possible care for the children'.

The child minder generally understood and fulfilled her role in managing the service and ensured Disclosure and Barring Service (DBS) certificates for all persons aged over 16 years, living in the household were current. However, staff files for both assistants did not fully comply with regulations and there were no records of their supervision or annual appraisal. The child minder had dated policies and procedures when they were revised in 2019 and demonstrated a keenness to address matters raised during this visit without delay.

The child minder had positive relationships with parents and asked them to provide her with written information about their child before they started, which gave her valuable

information about the children's individual needs and preferences. She kept parents informed by providing daily diaries for younger children, sending text messages and giving them a verbal detailed account of their child's day when they collected their child. She took children on a variety of walks and outings, which helped children feel a part of their wider community.

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

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

None

### **5.2 Recommendations for improvement**

The child minder could consider;

- Providing children with more opportunities to do things for themselves; re-arranging resources and the playroom layout to further promote independence;
- informing parents of any head injury to their child and keeping a written account of the conversation and any action taken as a result;
- further develop the quality of care report to include children's views;
- provide children with individual tissues to wipe noses to prevent cross infection, and
- provide children with less processed foods and to follow the Welsh Government's Food and nutrition guidance for child care providers.

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook a visit on 14 November 2019 from 12.20 – 16.00 hours

We;

- inspected a sample of records, documentation and policies, these included the statement of purpose, risk assessments, child protection, complaints and behaviour management policies;
- looked at the areas used by children and the resources on the day of our inspection;
- spoke to children and looked at two of their files;
- spoke to one parent;
- observed children and the care they received, and
- provided the child minder with detailed feedback of our findings.

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	Anne Louise Price
Registered maximum number of places	10
Age range of children	Birth to 12 years
Opening hours	7.30am until 5.30pm Monday to Friday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	14 December 2016
Dates of this inspection visit	14 November 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?	No. 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:	

Date Published 08/01/2020

No noncompliance records found in Open status.