



Childcare Inspection Report on

Christine Eynon

Llanelli



Date Inspection Completed

29/11/2019

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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

Christine Eynon was registered with Care Inspectorate Wales (CIW) in February 2019. She works with another child minder, providing care from a bungalow in Llanelli. When caring for children on her own, she is registered to care for a maximum of 5 children. When working with the other child minder, they can care for up to 10 children together. She cares for children up to the age of 12 years old and operates Monday to Friday between 8am and 6pm. Care is provided through the English language.

Summary

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

1. Overall assessment

The children at the service are well settled, happy and have an adequate voice. They enjoy their play and interact positively with each other. The child minder works efficiently with the other child minder to keep children safe and healthy and provides them with a comfortable environment and appropriate resources for their play. She currently relies on the other child minder to provide adequate leadership and management. However, there are areas of improvement needed to ensure that she fully meets the regulations and National Minimum Standards.

2. Improvements

This is the service's first inspection since registration.

3. Requirements and recommendations

We have advised the child minder that improvements are needed in relation to keeping of attendance records (regulation 30) and contracts (regulation 30) in order to fully meet the legal requirements.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service.

We expect the child minder to take action to rectify this and it will be followed up at the next inspection.

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

1. Well-being

Adequate

Summary

Children have an adequate voice. They are able to choose their play and ask for things. They feel appropriately safe, happy and valued and show familiarity and bond with the child minder. Children interact positively with children and adults around them, sharing resources and sometimes playing together. They enjoy their play and learning reasonably well and have a sense of achievement after completing small tasks. Children develop, learn and become independent adequately.

Our findings

Children speak or express themselves as they receive an appropriate response/interaction. Children asked for more water or asked questions about what was happening. Children are confident communicators as their wants, moods and needs are generally considered. They were able to change their requests and receive full support. For example after asking the child minder to draw around her hand in pink, a child decided she wanted to have her hand drawn around with green instead. Children have opportunities to make choices and decisions about their play and routine. Children asked if they could help serve the afternoon meal and chose which costume they would wear.

Children cope well with separation. They are content and express enjoyment. For example, when arriving from school pick up, children settled quickly and went to play. They show familiarity with their routine. For instance, when getting ready to go out in the car, children explained where they had to sit and that they had to wait to be called to the car. They have a sense of belonging and they are beginning to form bonds of affection. Children enthusiastically greeted the child minder consistently and went to show things to the child minder.

Interactions between children and adults are positive. After listening to the child minder read a story, one of the children encouraged another child to sit with her and began to mimic the child minder reading. Children co-operate and share with each other, most of the time. Children talked to themselves while playing and would share their resources and toys with others. For example, children shared their cup of tea with the child minder, exclaiming *"you have spilt your cup of tea!"* before going away to get a cloth to wipe the 'spilt' tea. They shared the toy cars with each other as well as letting other children dress up, even though they wanted the same piece of clothing.

Children are generally engaged in their play and learning. During their dressing up time, one child announced to the child minder *"I will grant you a wish"* after she had put on some fairy wings. They enjoy a reasonable selection of appropriate opportunities indoors. They can relax and have quiet times and have opportunities to explore outdoors through a range of visits. Children are adequately supported to take part in an activity resulting in a reasonable feeling of achievement and self-esteem and are happy to show or talk about

what they have been doing. While tidying up, the children completed small, achievable jobs in order to help and smiled proudly as they announced "*I've put the books away.*"

Children experience a variety of age/developmentally appropriate opportunities. Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully. For example, children would go to the toilet independently, with support offered if needed and they could give out the plates of food to other children.

2. Care and Development

Adequate

Summary

The child minder works adequately to keep children safe and healthy. However, she must develop consistent practises in order to improve. The child minder manages interactions positively, responding consistently and using positive behaviour strategies to deal with negative behaviour. The child minder promotes children's play, learning and development basically. However, more development is needed in this area to ensure all opportunities are used effectively.

Our findings

The child minder understands her responsibilities to protect children and was confident about where to go and what to do if there was a child protection incident. She identifies and actively manages risks reminding children about keeping safe, consistently tidying up or moving things out of the way. For example, when children began crawling under the tables, she moved them to one side, to allow more floor space for children to play with the cars and mat. Also, fluorescent jackets were given to the children to wear while out and about. However, there was not always a consistent message when the children sat watching television. The child minder implements some appropriate cleaning and hygiene practices for instance when a child sneezed the child minder took them to wash their hands. However, the child minder did not wash her hands after putting rubbish into the bins, the tables were not wiped before food and she didn't encourage the children to wash their hands before eating. The child minder offers and prepares some healthy food, including cottage pie, fish pie, chicken curry, cheese and crackers and yoghurt. However, during our visit, children were given squash to drink and biscuits as snacks and there was no fruit or vegetables offered during lunch.

The child minder has developed and implements positive behaviour management strategies. She knelt down to the children's level and offered alternatives when children argued over the same toy. The child minder could discuss the children's needs and she acts as a good role models at all times. The child minder responds consistently, listening to the children. She asked them lots of questions about their play and enquired about their time spent in nursery or school. The interactions were positive demonstrating warmth and kindness, with the child minder giving warm hugs to the children when they requested them.

The child minder works with another child minder to plan suitable activities and contributes to the observational records. However, there was no planning for next steps or any assessments of the children's development. The child minder offers a few opportunities to develop independence. For example, she allowed them to help set the table and encouraged children to go to the toilet independently. However, there were some missed opportunities to further develop children's independence. When children were getting ready to leave, the children minder put their coats on for them and only gave children a fork to eat

their shepherd's pie and vegetables. The child minder explained that she does give knives with some meals, depending on the food given. She recognises children's individual needs and takes appropriate action to support them. For example, she encouraged a more able child to spell their name and made sure less confident children were looking at her when she gave instructions or asked questions.

3. Environment

Adequate

Summary

The child minder ensures a reasonably safe and secure environment. However, there are areas which require improvement. The child minder offers a generally suitable environment for children, providing sufficient space to move and explore freely. She provides appropriate toys, resources and equipment for the children to use. However, there needs to be additional provision for older children and some resources need additional cleaning.

Our findings

The child minder ensures that the environment is generally safe, secure, and well maintained indoors. The child minder completes regular cleaning, fire drills, smoke alarm testing and has both a fire extinguisher and fire blanket on the premises. However, there was no room to pull the fire blanket down due to objects and equipment being in the way. The front door was locked at all times but there were times when the key to the front door was left in the lock or kept in a pocket. There were no general risk assessments. Since our visit, the child minder has a completed general risk assessments which identify risks and control measures to reduce these risks.

The child minder provides a clean, light environment, displaying children's work in the main playroom. However, there were online videos playing throughout the day which caused a high level of unnecessary background noise. The child minder ensures the environment has sufficient indoor play space for children to move freely most of the time. Children moved from one room to another freely, spending some time, sitting quietly on the sofa. The child minder explained that she ensures that the outdoor play space is regularly used or they visit a range of suitable places to allow children to explore the outside. For example, they have visited the local parks and nature reserve. The child minder organises the environment appropriately so that it provides a satisfactory range of play opportunities suitable for the age ranges cared for. However, the storage was not used to its full potential as some boxes were empty or held a mixture of resources and toys. Also the tables and chairs were not suitable for the older children at the service.

The child minder ensures that the younger children can access appropriate quality and satisfactory variety of age-appropriate furniture, toys and equipment. However, there was limited provision for older children. Children could access a range of resources including creative, role play, language and small world resources. There are sufficient resources to keep the younger children's interest but some were a bit grubby or were marked and the back of one of the chairs kept slipping off. The child minder explained that she checks the resources, equipment and toys once a month, replenishing, washing, cleaning, repairing or throwing broken resources in the bin where appropriate.

4. Leadership and Management

Adequate

Summary

The child minder works reasonably to ensure her service meets most of the National Minimum Standards (NMS) and regulations. However, there are areas in need of improvement to ensure the service is fully compliant. She works effectively with the other child minder. However, she must improve her understanding and develop her role to create and sustain her own documents and records. The child minder is experienced and is developing adequate partnerships with parents.

Our findings

The child minder has an up-to-date satisfactory statement of purpose that reflects the service provided and meets most of the NMS, however, some elements are missing. For example, there was no information to clearly show the numbers of children she is registered to care for individually or with the other child minder, it did not explain the admissions policy and there was no information about the pet on the premises. Since the inspection, the child minder has updated the statement of purpose and now includes all information.

The child minder works with the other child minder to review policies and generally implements them in practice. For example, the child minder followed the nappy changing policy. However, it is not clear which policy is specific to her service and some policies do not reflect current practice. For example, the visitors policy states that visitors must record their full name and address but the record she used does not include an area to record this. The medication policy states that there is a dedicated, locked medicine cabinet but there is no cabinet available to use. Also the safeguarding policy does not include if there was an allegation made against the child minder or an allegation made about another adult on the premises. Leaders ensure that many of the required records are kept. However, they are not kept securely, there is no up to date record of attendance for the children, there were no contracts in place between the child minder and parents, there was no record of times when she was looking after the children on her own or with the other child minder and there was also no record of parental permissions included in children's files. Since the inspection, the child minder has provided evidence that she is recording the times that she is caring for the children, including times when she is working with the other child minder. She has also confirmed that she is putting contracts in place with the parents.

As the service has not yet been open for a year, there is no quality of care report, however, the child minder had a basic awareness of her regulatory responsibility in this area.

The child minder is experienced in caring and has completed 'Understand how to set up a home based child care service' course, a level 3 Paediatric First Aid qualification and recently completed a course on learning with autism, early years programme, in November 2019. However, she hasn't undertaken a safeguarding course.

The child minder ensures that communication and engagement systems with parents are adequate. She generally keeps parents informed through verbal communication at drop off and collection and pictures sent by private messages on the phone.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Not applicable as this was the first inspection of the service since its registration.

5.2 Recommendations for improvement

Following our inspection we recommend that the child minder:

- develops and implements consistent routines and rules including when watching television;
- develops consistent hygiene practises using guidance from the 'Infection Prevention and Control for Child Care Settings' document;
- reviews her menu in line with Welsh Government's 'Best Practice Guidance on Food and Nutrition for Childcare Settings';
- develops the use of observations to plan for next steps and a system for assessment;
- provides further opportunities to develop children's independence;
- develops a system to keep the front door key safe but within reach if there was an emergency;
- ensures there is space under the fire blanket to pull it out;
- develops provision and equipment for older children;
- develops systems to ensure children cannot access unsuitable material while online or playing games;
- improves the cleanliness of toys, resources and equipment;
- develops a system to organise toys and resources;
- ensures that she has her own policies, which are shared with parents;
- ensures that all children's records are kept securely;
- reviews policies to reflect current practice and date for future reviewing;
- ensures consistent recording of children's actual attendance times;
- ensures consistent recording of her attendance working with and without the other child minder;
- ensures children's records contain all relevant permissions;
- attends a safeguarding course;
- ensures it is made clear on any documents that mentions 'Swiss Valley Childminding' that this consists of both child minders as two separate services; and
- ensures that contracts make it clear, that at times, the children may be cared for by both child minders and at other times just by one child minder.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 29 November 2019 for approximately 6 hours.

As part of this inspection we:

- inspected a sample of documentation and policies;
- observed practice during the visit to capture evidence of children's engagement and the care being provided;
- carried out a visual inspection of the indoor and outdoor areas that the children have access to;
- spoke to the child minder and children; and
- provided feedback to the service by telephone on 2 December 2019.

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	Christine Eynon
Registered maximum number of places	5
Age range of children	0 – 12 years
Opening hours	Monday to Friday 8am – 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Post registration inspection
Dates of this inspection visit(s)	29 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?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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