



Childcare Inspection Report on

Coral Banks

Pwllheli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

17/10/2019

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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

Coral Banks is registered to provide care for a maximum of 6 children aged under 12 years from her home in Pwllheli, Gwynedd. The service is open from Monday to Friday each week from 08.00 – 18.00 hours. Although the child minder speaks some Welsh and fluent in English, the service does not provide the Welsh language 'Active Offer'.

Summary

Theme	Rating
<u>Well-being</u>	Adequate
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

1. Overall assessment

Children are happy and have positive interactions with the child minder. The child minder knows the children's preferences, promotes positive interactions and provides nurturing care. Children are provided with a welcoming, clean, safe and secure environment. The child minder generally understands her role in managing the service and aims to provide parents and their children with a service suiting their needs. The child minder manages resources appropriately and has good partnerships with parents. However, improvements are needed across all four themes in order to fully comply with and evidence understanding of standards and in providing children with more choice of play and learning opportunities.

2. Improvements

Since the last inspection the child minder has updated her paediatric first aid training and purchased new toys and equipment;

Since this inspection the child minder has provided us with her updated quality of care report and statement of purpose; confirmed attendance on future courses including child protection; revised the complaints and behaviour management policies; ordered new imaginary and multi cultural resources; devised a healthier eating meal plan and taken photographs of the children participating in different activities such as water play, painting and baking.

3. Requirements and recommendations

During this inspection, we identified one area where the child minder was not meeting legal requirements which could affect children's safety and well being. We have issued a non compliance notice in relation to the following which must be addressed;

Regulation 20 (1)(a) of The Child Minding and Day Care (Wales) Regulations 2010.

The child minder must provide CIW with written evidence of having successfully completed child protection training and, confirm in writing she fully understands and will implement her own child protection policy should she have concerns about any child in her care.

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

1. Well-being

Adequate

Summary

Children are happy and settled. They have formed positive attachments with the child minder and each other, and enjoy a suitable range of activities. Children are able to concentrate for an appropriate amount of time for their age and cooperate with tasks. They are encouraged to complete tasks independently.

Our findings

Children were able to make choices and decisions. An adequate selection of toys were laid out for them and they moved freely between these. They were comfortable communicating with the child minder and involved her in their play. For example, children brought toys over to the child minder to show her what they were doing. They also knew they would be listened to when expressing their needs to the child minder, for example when they wanted support to use the toilet.

Children felt secure as their attempts at communication were responded to appropriately. For example, one child pointed toward the window and indicated to the child minder that they could hear an aeroplane. The child minder gave them a cuddle and they both went to the window to see if they could spot the aeroplane. Children felt valued as their individual preferences and needs were respected. For example, one child became tired and indicated they were ready for their milk. The child minder responded promptly, giving them their milk and settling the child to sleep by giving cuddles.

Children were settled, happy and had formed positive bonds with each other and with the child minder. For example, one child was slightly unsettled. They immediately sought reassurance from the child minder, and settled on her knee and smiled, showing positive bonds had been formed. Children approached the child minder for cuddles throughout our visit meaning they felt secure in her care.

Children co-operated appropriately and helped with small tasks. For example, when asked to help tidy the toys before snack the children did so with support from the child minder. Children were beginning to form friendships and were learning to take turns and share resources appropriately. For example, two children shared the toy cars and garage together, chatting happily as they played.

Children followed their interests, directed their own play and concentrated appropriately on the activities available to them. For example, one child played imaginatively with a toy camera. They pretended to take the child minder's picture and smiled as the child minder played along, saying '*cheese*' as they pointed the camera towards her.

Children enjoyed exploring the resources and activities provided. They were encouraged to do things for themselves and to be involved in tasks. For example, children were encouraged to feed themselves at snack time and fetch their own belongings from the kitchen as and when they wanted them.

2. Care and Development

Adequate

Summary

The child minder knows the children's preferences, promotes positive interactions and provides nurturing care. However, improvements are required in relation to keeping children safe and healthy, activity planning and recording children's progress in order to improve outcomes for children.

Our findings

The child minder was inconsistent in her practices for keeping children safe and healthy. She had completed paediatric first aid training and accidents had been recorded appropriately, and signed by parents. The child minder ensured children practiced how to exit the premises safely and quickly in the event of an emergency by means of regular fire drills. These were conducted every month and were recorded appropriately. However, when questioned, the child minder did not fully understand her role in relation to safeguarding children and had not implemented her own child protection policy appropriately. Her child protection policy did not contain information on the signs of abuse to look out for and was not dated to evidence when it was reviewed. We noted that although the child minder had completed child protection training, this was not current and completed more than three years ago.

While the child minder did provide children with a varied menu of home cooked meals, and provided a snack of fruit on the day of our visit, her diary and menu planners showed children were given snacks such as sausage rolls, biscuits and crisps on occasion. Juice was provided with the snack rather than the recommended best practice of providing water or milk.

The child minder has formed positive relationships with children. She spoke in a friendly and relaxed manner, showing genuine warmth and affection. The behaviour management policy detailed how unwanted behaviour would be dealt with in a positive way. This was also reinforced through our observations, where children were gently reminded of what was expected of them. For example, when one child started to become over excited when playing with the dinosaur toys, the child minder clearly explained to the child they needed to play carefully around the younger child and distracted them by pretending the dinosaur wanted to sleep. This settled the child and the child quietened down, whispering so as not to wake the dinosaur.

The child minder provided nurturing and responsive care. We saw her mindfully, providing younger children with cuddles and reassurance as required. The child minder noted down what activities they had completed in her own daily diary and it was evident the child minder knew the children's preferences, such as what they liked to eat as well as what they liked to do. The child minder told us she shared information with parents of younger children either

verbally or on occasion via text messages. However, there were no formal processes in place to track children's progress, to identify areas where children may require more support, and no formal activity plans had been produced to further develop children's learning.

3. Environment

Adequate

Summary

Children are provided with a welcoming, clean, safe and secure environment. The child minder ensures the environment promotes children's self-help skills. However, more play and learning activities and resources are needed to extend children's play and learning experiences.

Our findings

The child minder ensured the premises were safe; the front door was locked and the garden secure. Risk assessments had been completed and revised, meaning the child minder paid regard to managing and where possible, eliminating risk of harm to children.

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. The child minder made sure there were comfortable and quiet areas where children could relax or sleep. The environment was used flexibly and created a sense of security for children. For example, children sat together at the kitchen table to eat and those old enough used the toilet on their own due to it being located on the ground floor. However, setting out more activities such as craft, imaginative and reading areas, could further promote children's play and learning experiences.

The child minder ensured children had access to furniture, equipment and some toys suitable for their ages. Resources seen were of appropriate design, clean and in good order. However, the child minder could consider promoting children's natural curiosity to learn through providing them with a greater selection of play and learning resources, including multi-cultural, different materials and natural and re-cycled items. Improvements are also needed to ensure that outdoor equipment is furnished appropriately to encourage children to use their imagination, such as when children play in the little house or castle.

4. Leadership and Management

Adequate

Summary

The child minder generally understands her role in managing the service and aims to provide parents and their children with a service suiting their needs. The child minder manages resources suitably and makes improvements for the benefit of the children. She has good relationships with parents and the wider community.

Our findings

Overall, the child minder has established systems to manage the service. For example, the statement of purpose provided parents with the information they needed in order to make sure the service suited their and their child's needs. The child minder had policies and procedures relating to the care she provided and kept information about her service safe to maintain confidentiality for parents and their children. However, the complaints policy needed updating to comply with regulations. The child minder maintained the required records, such as information relating to children and daily attendance records. Written permission forms were signed by parents for such matters as photographs of the children being posted on the child minder's social media page. This meant parents could decide from the start of their child's placement as to whether they wished to agree to such a permission or not. However, she did not have a specific policy outlining how she would use social media, nor did she have information that advised parents how to retract initial permission at a later date.

The child minder had written a quality of care report, which included references to how feedback was sought from parents and children as well as some improvements to date and those planned for the future. For example, the child minder had signed up to attend courses to ensure she is familiar with current practices and to extend her knowledge in caring for children. A parent spoken with informed us they were satisfied with the care their child received and were happy she was able to care for both of their children over several years.

The child minder ensured persons aged over 16 years and living in her home had up to date Disclosure and Barring Service (DBS) certificates and was currently processing two new DBS applications to make sure she adhered to regulations.

The child minder had positive partnerships with parents and made sure information about their child's needs and preferences were shared with her before their child started. The child minder kept brief accounts of the child's time in her care in her daily diary and shared information verbally with parents at the end of the day. She worked in partnership with parents and the children's schools to ensure children with additional needs were supported. Parents are listened to and requests are actioned. The child minder took children on walks and outings, which enabled them to understand and feel part of a 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;

- Keeping development records for children aged under 8 years and record her observations of children's progress in order to plan for their future play and learning;
- follow the Welsh Government's Food and nutrition for childcare providers guidance;
- set out a greater selection of resources, both indoors and outside including natural, recycled, creative and household items to further extend children's play and learning experiences, and
- include the signs of abuse in the child protection policy, and
- implementing a social media policy.

6. How we undertook this inspection

This was a full unannounced inspection undertaken early due to a concern being received. Two inspectors visited the service on 17 October 2019 from 12.50 – 18.25 hours.

We:

- Examined documentation, some social media information relating to the child minder's service, policies and procedures;
- observed the children attending and the care received;
- spoke to the child minder, one parent and children;
- inspected the areas and resources used by children, and
- gave feedback of our findings to the child minder at the end of the inspection.

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	Coral Banks
Registered maximum number of places	6
Age range of children	Birth to 8 years
Opening hours	08.00 – 18.00 – Monday to Friday, school term time
Operating Language of the service	Both English and Welsh
Date of previous Care Inspectorate Wales inspection	12 January 2017
Dates of this inspection visit(s)	17 October 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 does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

Date Published 27/01/2020



Care Inspectorate Wales

Children and Families (Wales) Measure 2010

Child Minding and Day Care (Wales) Regulations 2010

Care Standards Act 2000

Non Compliance Notice

Child Minder

This notice sets out where your service is not compliant with the regulations. You, as the registered person, are required to take action to ensure compliance is achieved in the timescales specified.

The issuing of this notice is a serious matter. Failure to achieve compliance will result in Care Inspectorate Wales taking action in line with its enforcement policy.

Further advice and information is available on CSSIW's website
www.careinspectorate.wales

Coral Banks

Pwllheli

Date of publication: **24/01/2020**

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Leadership and Management	Our Ref: NONCO-00008631-KPJJ
Non-compliance identified at this inspection	
Timescale for completion	31/03/20
Evidence	
Description of non-compliance/Action to be taken	Regulation number
The child minder is not compliant with regulation Regulation 20 (1)(a) of The Child Minding and Day Care (Wales) Regulations 2010; Safeguarding and promotion of welfare. 'The child minder must promote and make proper provision for the welfare of relevant children'.	
<p>The child minder is not compliant with regulation Regulation 20 (1)(a) of The Child Minding and Day Care (Wales) Regulations 2010; Safeguarding and promotion of welfare. 'The child minder must promote and make proper provision for the welfare of relevant children'. This is because;</p> <p>During our inspection on 17 October 2019, the child minder told us she had safeguarding concerns about a child in her care but had not at the time referred the concerns to the local authority's safeguarding children board, as required. The child minder had failed to follow her own child protection policy which clearly noted the procedures to follow should she have concerns about a child, namely;</p> <p>'It is a requirement that should I have a concern that abuse has occurred or is likely to have occurred that I contact as soon as possible one of the following agencies, but the first point of contact should always be a local social services child protection team duty social worker using the telephone numbers below'. and</p> <p>'If a child tells me that they or another child is being abused I will...</p> <ul style="list-style-type: none"> • Report my concerns immediately to the duty social worker. It is better that I have discussed my concerns with somebody with the experience and responsibility to make an assessment of the situation'. <p>The impact on children using the service is the child minder may be placing children at risk of harm for not following the correct procedures when she has concerns about their safety and well-being.</p> <p>The child minder must provide CIW (Care Inspectorate Wales) with written evidence of having successfully completed child protection training and, confirm in writing to us (CIW), she fully understands and will implement her own policies and procedures should she have concerns about any child in her care.</p>	