



Childcare Inspection Report on

Dwynwen Thomas

Nefyn

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

12/02/2020

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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

Dwynwen Thomas is a child minder who provides care from her home in Nefyn, Gwynedd and is registered to care for a maximum of six children under 12 years of age. The service is open from 07.30 – 18.00 hours, Monday to Friday. The child minder does not provide the Welsh language ‘Active Offer’ but speaks both Welsh and English fluently.

Summary

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

1. Overall assessment

Children are happy, well settled and have positive interactions with each other and 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 meet with standards and comply with regulations.

2. Improvements

The child minder has attended training and purchased new resources to enhance children’s play and learning. Since this inspection she has devised fire emergency, nappy change and outings procedures.

3. Requirements and recommendations

We have advised the child minder that an improvement is needed in relation to; recording all accidents and asking parents to sign the record to acknowledge having been informed (regulation 30). 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 non compliance, which will be followed up at the next inspection.

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

1. Well-being

Good

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 successfully learn different skills through play.

Our findings

Children made their own decisions, for example they decided when they had eaten enough at lunchtime and chose the toys they wanted to play with as resources were easily within their reach. Older children arriving after school told us they liked drawing, playing music on the keyboard and craftwork at the child minder's. They all agreed they liked going for walks to the park or the beach. Children had a strong voice as what they had to say was listened to and respected. For example, when they approached the child minder to tell her they had left something in school, they were reassured the item would be found, which helped children feel happy and content to carry on playing.

Children felt safe as they had close relationships with the child minder and were forming friendships with each other. For example, children laughed and giggled as they pushed each other on the ride on toys outdoors and chatted amicably to each other and the child minder at lunchtime. Children were familiar with the daily routine and for example, washed their hands before eating.

Children were successfully learning how to interact positively and showed extremely good manners at tea time. For example, they all sat nicely together around the kitchen table; thanked a friend for putting the snacks and plates out and waited patiently for everything to be served before they ate. They did not forget to say please and thank you when the child minder served them more food or to a friend for passing them something they wanted to eat. Although younger children on occasion, needed to be reminded to share a toy, children on the whole played well together and appreciated each other's company.

Children had a range of activities to promote their learning and looked happy. During play they were pleased with themselves for building a tall tower out of blocks and smiled when the child minder praised them for their achievements. They enjoyed building 'monster' trucks and told us about the animals you could find in Australia. They eagerly showed us a world atlas activity they used to back their findings up, proudly finding the reference to the amount of sheep living in Australia. Another child found a reference to Africa and, with a little prompting from the child minder, remembered Morocco was a part of Africa.

Children were beginning to do things for themselves. For example, they succeeded in putting on their coats and hats before going out to play. Children used their imagination

during role play and their language skills were developing well through the conversations they had with each other and the child minder. They were learning how to keep healthy through the food, snacks and drinks provided and enjoyed spending time in the fresh air.

2. Care and Development

Adequate

Summary

The child minder generally implements suitable health and safety practices. 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 appropriately.

Our findings

The child minder understood the procedures to be taken should she have child protection concerns and had also completed a child protection course. The child minder held a current paediatric first aid qualification, which should enable her to administer emergency first aid if required. She recorded the administration of medication appropriately. The child minder told us she informed parents verbally of any accident their child had sustained when they collected their child but recorded those of a more serious nature, such as a head injury. However, this practice did not meet with regulation or indeed the child minder's own policy in relation to accidents as a whole being recorded and parents signing the record to acknowledge having been informed.

The child minder generally followed safe hygiene practices, making sure tables were wiped and children washed their hands before eating. However, there was no nappy change procedure and no individual towels for children to dry their hands, which did not meet with Public Health Wales' Infection Prevention and Control's current guidance. Following our visit, the child minder took action to address these issues. The child minder believed in providing a healthy food menu accompanied with drinks of milk or water. For example, younger children enjoyed a home cooked beef mince dinner at lunch time with plenty of vegetables and home cooked rice pudding. The child minder provided parents with written information on the food allergens contained in the daily menu and the local authority's food safety officer who visited in 2018, gave the child minder the highest score possible. This demonstrated the child minder was adhering to food handling and preparation guidance. The child minder told us she practiced fire drills with the children but did not record them. There was a fire evacuation plan of the premises but no written procedure. However, the child minder took action to address this matter following our visit.

The child minder promoted positive interactions effectively and treated children with respect. She was a good role model and had a natural rapport with children, speaking to them kindly and praising them for 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 appropriately. For example, she sat and ate her lunch next to the children and when she saw they were struggling a little to cut their food, she offered to help. She was also mindful of letting the children complete this task on their own to the best of their ability, to promote their self-help skills. The child minder planned play and learning activities suiting the children's ages and stages of development. For example, children were already successfully learning to count and identified colours as they played.

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 kept written accounts of some of the children's daily achievements in the information she gave parents either weekly or daily. However, there were no formal processes demonstrating how the child minder used her observations to plan for their next steps of learning, which, if undertaken, could improve outcomes for children.

3. Environment

Adequate

Summary

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 promotes their independence.

Our findings

The child minder ensured children were supervised and safe whilst a new wooden floor was being laid in the hall although did not secure the front door when they left. However, the child minder took action to address this matter during our visit and would keep the key close by but out of children's reach. The outdoor area was secure; risk assessments were in place for the premises and the child minder took action to complete her operational procedures for outings following the inspection. The child minder told us her rotary washing line outdoors had to be folded due to the weather, which caused the actual washing lines to hang loosely and could potentially cause harm to children. The child minder agreed to include how risk to children was managed and where possible eliminated in relation to this matter in her risk assessment records. Public and employer's liability was current.

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 resources set out enabling children to choose what they wanted. The child minder had a designated room where children could sleep and as care was provided on the ground floor, children who were old enough could use the toilet independently.

Toys and resources were clean, in good order and provided a suitable range of choice for the children. Thought had been given to children learning about nature and using natural materials in their learning. For example, they had collected Autumn leaves, glued them onto a piece of paper and then written words alongside linking into the name of the leaf they had collected, such as squirrels and acorns. Children had also enjoyed cutting out and gluing the ingredients needed to make pancakes as well as the toppings they liked to spread on top of them. The child minder ensured there were comfortable areas where children could sit and relax or sit together as a group around the kitchen table.

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 maintained the required records, such as daily attendance records, information relating to children and signed permissions from parents; including their permission for their child to receive emergency medical treatment. 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.

The child minder asked parents to complete questionnaires in relation to the service she provided, for both themselves and their children. For example, questions under the 'wellbeing' section were in consultation with their child/children with the rest of the questionnaire aimed at parents themselves. All responses were positive, with parents commenting the child minder 'always put their child first', 'always flexible' and 'excellent care'. The child minder told us she often spoke to the children about what they liked or would like to do regularly during the year. She could include this information within her quality of care report which would further evidence how the child minder sought their views and actioned their requests. The child minder looked at ways of improving children's play experiences and had successfully secured funding from the local authority to purchase a large fork lift truck for the children to play with outdoors

The child minder understood her role in managing the service and ensured Enhanced Disclosure and Barring Service (DBS) certificates for all persons aged over 16 years, living in the household were current. She kept herself up to date in current practices and attended training such as Busy Feet, Makaton and Food safety.

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 information about the children's individual needs and preferences. She kept parents informed by providing a written daily account of their child's time in her care. She took children on a variety of walks and met up with child minders on an arranged picnic in the area, which helped children feel a part of their local 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;

- Recording how she uses her observations to plan for each child's future play and learning;
- recording fire drill practices to evidence these are being undertaken regularly during the year, and
- risk assessing the rotary line in her garden to ensure it does not pose a risk to children and to keep a written record of how this is achieved.

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 12 February 2020 from 12.10 – 16.10 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;
- inspected the areas used by children and the resources on the day of our inspection;
- spoke to children and examined two of their files;
- observed children and the care they received, and
- provided the child minder with feedback of our findings.

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	Dwynwen Thomas
Registered maximum number of places	6
Age range of children	Birth to 12 years
Opening hours	07.30 - 18:00 hours; Monday to Friday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	30 January 2017
Dates of this inspection visit	12 February 2020
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 24/07/2020

No noncompliance records found in Open status.