



Childcare Inspection Report on

Joan Coppin

Pwllheli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Joan Coppin operates a child minding service from her home in Nefyn, Gwynedd and is registered to care for a maximum of 10 children under 12 years of age. Her assistant, Amanda Matthews primarily helps in walking children from Nefyn school to the child minder's home. The child minder's service is open from 07.30 – 17.30 hours, Monday to Thursday and after school on a Friday. The child minder provides the Welsh Government's 'Active Offer' of the Welsh Language with Welsh being the main language spoken. The child minder is bi-lingual, speaking Welsh and English.

Summary of our findings

1. Overall assessment

Children enjoy their time with the child minder and she knows them well. The clean and welcoming environment means children settle quickly into play and feel relaxed. Outside in the enclosed garden and through regular walks and outings children are able to explore the world around them. The child minder generally understands her role and responsibilities and has strong relationships with parents. However, improvement is required to meet fully with regulations and some good practice recommendations have also been made.

2. Improvements

Since this inspection the child minder has provided us with the following information in writing;

- New procedures in relation to ensuring no unauthorised persons can access the premises have been established;
- we have received a copy of the child minder's Disclosure and Barring service certificate;
- the most recent quality of care report has been sent to us;
- the child minder has received information from her insurance company confirming her assistant is insured within her business;
- progress is being made in completing staff files, and
- risk assessments and a social media policy were put in place by 30 September 2018 and the child minder's assistant is booked on a Paediatric First Aid course in November 2018.

3. Requirements and recommendations

We found the service did not meet legal requirements relating to the child minder's assistant not holding a current Paediatric First Aid certificate and some suitability checks for a person in regular contact with children needed to be put in place. Non compliance notices

have not been issued as the child minder has booked a relevant course for the assistant and is in the process of completing the relevant documentation on the person's staff file.

Recommendations made to improve practices relate to implementing written procedures for walking children from school, on outings and trips; providing healthier options of food and drink; providing more adult led activities; recording observations of children's development to plan for their future play and learning; encouraging children to help; implementing a social media policy and children being cared for by a person holding a relevant first aid qualification.

1.Well-being

Summary

Children choose their own activities both indoors and outside where they learn new skills and are happy. Children have choice and positive interactions with the child minder and have some opportunities to develop their independence. Children could however have more opportunities to participate in adult led / organised activities and benefit from eating healthier snacks.

Our findings

1.1 To what extent do children have a voice?

Children speak up and are listened to.

Children told us they had choice over what they wanted to do and this was respected by the child minder. For example, a child told us he liked playing football best when he was cared for by Aunty Joan and this was what he did when he arrived after school. The child minder quickly assisted a child to put on a cycling helmet when she was asked and all children chose their own spreads to put on toast at tea time.

Children have suitable opportunities to express themselves and know what they have to say is understood and respected.

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

Children are settled and feel safe, happy and valued.

Children settled well and formed positive relationships with the child minder as we heard many of them telling the child minder stories about their day at school, confident the child minder would listen and respond to them appropriately. One child, seeing the child minder waiting for her outside her school, ran to the child minder and gave her a big hug, smiling broadly as she did so, showing she was happy. Children told us they felt safe being cared for by the child minder and would always go to her if they were worried or felt insecure.

Children's well-being is supported by the positive relationships they have with the child minder.

1.3 How well do children interact?

Children interact well with the child minder.

Children had positive interactions through experiencing different activities and enjoying each other's company. For example, some children decided they would see how many balls they could get into the net outdoors, taking turns and celebrating each other's success.

Some automatically said please and thank you when given their snack with those who forgot, reminded to do so, showing they were learning good manners. Children listened to instruction well, for example when reminded some of the indoor toys could not be taken outdoors, a child listened and took them back to the playroom showing children were learning how to look after resources and co-operated well.

Children are learning how to interact positively and understand the rules of behaviour.

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

Children enjoy participating in their own activities but offering them more choices of adult led activities could enhance their play and learning experiences.

Children engaged well in the activities they organised and all children enjoyed the freedom of being outdoors and making the most of the fine weather. Children used the mini trampoline, played ball games and shared the see saw. Younger children focused on practicing their pedalling skills on the ride on toys. Children's craft work displayed indoors showed they had been learning about different cultures and had colourfully decorated Rangoli patterns in keeping with the Diwali celebrations. There were no opportunities during our visit for the children to participate in organised or adult led activities. Having a choice of adult and child led activities could further enhance their play and learning experiences.

Children enjoy their play and learn through the activities they choose.

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

Children follow their own interests and are generally learning skills promoting their independence.

Children used their imagination well when playing 'pretend', for example they took their babies (dolls) for a walk and discussed who would be 'Mum or Dad' with one of them saying he just wanted to be 'himself'. They were developing their language through the many conversations they had with each other and the child minder. Children were becoming independent by completing tasks such as washing their hands before snack time and using the toilet on their own. However, this could be extended further by them helping at snack time instead of being served. For example, children could choose and spread their own toppings on toast and serve themselves drinks of water as opposed to the child minder doing this for them. Although children were learning how to keep physically active by playing outdoors and going on local walks, their overall health could be improved. This is because we saw children offered squash drinks after they had finished their water and some sweet spreads were put on their toast. Children told us every Wednesday they had sweets.

Overall, children have some suitable opportunities to develop their independence, stay healthy and learn new skills.

2. Care and Development

Summary

Overall, the child minder makes sure children are kept safe and generally promotes healthy lifestyles. She has positive relationships with children and is a good role model. The child minder provides a choice of activities for children, meets their individual needs but could enhance their play and learning experiences by providing some adult led activities, tracking their development and providing children with healthier snack options.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall the child minder promotes healthy practices and keeps children safe. However, she could improve practices in relation to promoting healthy eating and the safety of children should they need to evacuate the premises in an emergency.

The child minder understood what to do should she have any safeguarding concerns relating to a child as outlined in the written policy. She held a current Paediatric First Aid qualification enabling her to administer first aid in the event of an accident. The child minder needed to consider undertaking more regular fire emergency drills during the year to make sure each child knew how to exit the premises in an emergency. The child minder told us children were usually provided with healthy snacks and plenty of fruit choices. However, she agreed to revise her menu in order to ensure healthier food options were offered throughout the week. The child minder promoted good hygiene practices, for example she encouraged all of the children to wash their hands before eating their tea time snack. She had also received a Food Standards rating of 5, the highest award for her food handling and preparation. The child minder implemented good practice when recording accidents and followed the correct procedure of keeping a written record of the action taken and informing parents as soon as possible when a child sustained a head injury. Medication records were completed in line with regulation and were clear for the benefit of children and their parents.

The child minder has suitable processes in order to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder promotes acceptable behaviour and treats children with respect.

We observed a child centred home with nurturing care delivered at each child's level. The child minder is a good role model and used positive and gentle tones when talking to children. For example, when a child wanted another's toy she explained they could have their turn when the other had finished playing with the toy as they would be leaving soon to go home. This re-assurance and explanation meant the child was content to wait. The child

minder had positive relationships with the children and responded to questions asked. For example, the child minder told us one of the children was particularly good at 'dressage' and immediately another child asked 'Aunty Joan what is dressage?' Even though the child minder was busy preparing their tea time snacks, she answered the question immediately and explained in detail, paying regard to and celebrating one child's achievements and the other's curiosity. The child minder promoted good manners; praising children who used them and reminding others to do so. The child minder followed her behaviour management policy so parents and children were clear as to how she promoted positive interactions.

The child minder successfully promotes acceptable behaviour by using strategies children understand.

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

The child minder engages well with children in order to support their play and knows the children well. However, she could improve her planning of children's development, recording their progress and implement some adult led activities.

The child minder knew the children well and their preference for playing outdoors whenever possible, making sure a choice of resources were available outdoors. In conjunction with the outdoor play activities, some children stayed indoors to play in the playroom. The child minder told us she organised a homework night on Friday and helped children complete their homework so they could spend free time with their parents at the weekend. She also told us how much the children enjoyed a competition night of games and how the children strived to beat her. The focus on the day was on children using the resources set out and directing their own choice of play no matter whether they chose to play outdoors or inside. To enhance practice further, the child minder could offer children some adult led activities which would promote the children's play and learning. The child minder had a format for recording children's development but needed to develop these further by keeping written records of her observations and using them to plan for each child's future play and learning.

Overall, the child minder provides children with activities they like.

3. Environment

Summary

Children are provided with a clean and welcoming environment. The child minder provides a selection of resources suiting children's ages and stages of development. The layout of resources promotes children's independence. Although the premises were not secure during our visit, the child minder remedied this by locking the front door and putting signage up for parents to follow the new procedures for accessing the premises. In line with our regulations, any person caring for children on their own is required to hold a current Paediatric First Aid certificate. At inspection, the assistant who walked children from a local school, had no current First Aid qualification and there were no operational procedures noting how potential risk to children whilst being escorted from school were being managed. The child minder has since sent us confirmation that she has put written procedures in place and booked a relevant First Aid course for the assistant to attend. As a result we will not be issuing non compliance notices but the child minder will need to ensure the assistant successfully completes the First Aid training.

Our findings

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

The child minder provides a safe and secure environment for children.

The environment was clean, well maintained and the outdoor play area enclosed. Following our visit, the child minder put procedures in place in relation to keeping the front door locked so children are safe from unauthorised access. Risk assessments had been completed and demonstrated the child minder managed and where possible eliminated risk of harm to children. However, as the assistant walked several children from the local school on her own, we asked the child minder to formulate a written risk assessment to demonstrate how children were kept safe whilst undertaking their journey. As the assistant did not have a current Paediatric First Aid certificate, we recommended she did not walk children from school on her own until she had successfully completed the required training. We accompanied the child minder when she drove to collect children from school. She safely strapped children into their car seats and made sure they walked alongside her from school to her car. However, the child minder had no written procedures in relation to this practice or for taking children on walks and outings. We asked her to include these in the service's written risk assessment records as it would evidence how the child minder kept children safe away from the home.

The child minder is willing to address issues promptly in order to ensure the safety of children.

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

The child minder provides a clean and suitable environment for children to play and learn.

Children had their own playroom and accessed the ground floor toilet and hand washing facilities independently. Although there were steep steps to access the outdoor play area, children held the handrail and carefully walked down them on each occasion as they had been taught to do by the child minder. The child minder had developed the outdoor play areas so children had choice of riding bikes and scooters on the hard surface, ball games on the grassed area and imaginative play on the decking area. Children felt welcomed and at home as they hung their bags and coats on low level pegs when they arrived from school and their colourful craft work creations were displayed in the playroom.

The child minder ensures the environment offers children sufficient play experiences and promotes their independence.

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

The child minder provides resources which suit the children's ages and stages of development.

The child minder set out suitable resources in the playroom and outdoors, these were seen to be clean and in good order. Once all the children had finished playing outdoors, the child minder checked the toys and play equipment before storing them in the garage overnight. (She told us this was an ideal opportunity to check they were clean and in good repair.) The large dining table afforded space for all the children to sit together comfortably at tea time and they enjoyed the social occasion, chatting to each other and the child minder. Although the children did not use the mud kitchen outdoors during our visit, it was positive to see the child minder had thought about extending their imagination when playing in the fresh air.

The child minder ensures toys are developmentally appropriate for the children's benefit.

4. Leadership and Management

Summary

The child minder has established some positive systems to manage the service but there are areas needing improvement. The child minder reviews her service annually and has close relationships with parents.

Our findings

4.1 How effective is leadership?

The child minder has systems in place to manage the service appropriately.

The child minder's statement of purpose was clear and 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 children's daily attendance and accident and incident records with the assistant signing the visitor's book to note her attendance. Information relating to the service's policies and procedures, children's personal details and individual records were kept safely and neatly. Following our inspection the child minder confirmed in writing her business insurance also covered her assistant. The child minder told us she had asked parents not to share photos of the children or information about the service accessed from the child minder's social media page. It would be good practice to devise a policy in relation to this and for parents to sign to acknowledge their agreement.

The child minder manages her service appropriately.

4.2 How effective is self evaluation and planning for improvement?

The child minder evaluates the service and makes improvements.

The child minder's quality of care review report noted all the improvements made annually, such as reinforcing the fencing in the garden and displaying books within the children's reach on a wall rack in the playroom. Such improvements demonstrated the child minder made positive changes for the children's benefit. Although the child minder seeks feedback from parents and their children, their views were not currently included within the service's quality of care report. In order for the child minder to evidence considering their feedback, their views of the service should be included within the report with the child minder noting how she has addressed any matters arising.

The child minder actively makes improvements in order to move her service forward.

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

Overall, the child minder manages resources appropriately but improvement is needed to fully comply with standards and regulations.

The child minder attended and successfully completed training such as paediatric first aid and safeguarding showing she kept abreast of current practices in order to improve her care of children. The child minder ensured her and her assistant's Disclosure and Barring Service certificates were up to date. However, the assistant's staff file needed to include two references. As the child minder told us her assistant 'volunteered' in her role and received no reward, she is not therefore employed and regular supervision and annual appraisal is not required. As the child minder mentioned the possibility of a family member helping her, the required suitability checks should also be included on a staff file. The child minder had very warm relationships with the children and supervised their activities outdoors mainly through observing them at play through the kitchen window. Much of her time was spent tending to the children at tea time and then cleaning and washing up afterwards. The child minder could consider putting household tasks to one side until after children have left which would mean she could provide the children with more support whilst playing as well as organise some adult led activities.

The child minder needs to make some changes in order to improve her management of resources.

4.4 How effective are partnerships?

The child minder has established extremely positive partnerships with parents.

Parents, as partners, were kept informed about their child's well-being as the child minder regularly provided them with details about their child's time in her care both verbally and in writing. The child minder planned weekly outings for children away from the home and also took them on local walks. These activities helped to extend children's knowledge of the world around them and enabled them to feel part of the community. We spoke to five parents about the care their children received with all smiling broadly when talking about 'Joan', one parent saying if they could score her out of 10 they would give her 11 out of 10. A parent told us they valued the child minder as they as a family knew their child was safe which allowed them to work without any worries. Another parent told us their child had settled well and developed a lot since starting. All parents were extremely happy with the care provided by the child minder.

The child minder makes sure she has positive and strong relationships with parents for the benefit of the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

We informed the child minder she was not compliant with the following regulations within The Child Minding and Day Care (Wales) Regulations 2010. However as the child minder has booked the assistant on a Paediatric First Aid course in November 2018 and is making good progress in completing staff files, non compliance notices have not been issued. The child minder must ensure these matters are addressed fully and inform us in writing as to when they have been successfully achieved and actioned.

Regulation 24 (2)(b) of The Child Minding and Day Care (Wales) Regulations 2010 – at least one person caring for children has a suitable first aid qualification.

Regulation 28 (1)(b) of The Child Minding and Day Care (Wales) Regulations 2010 – the child minder must not allow a volunteer to look after relevant children unless that person is suitable to do so.

5.3 Recommendations for improvement

We recommended the child minder could;

- Not allow the assistant to escort children from school on her own until she has successfully completed Paediatric First Aid training;
- record her observations of children's progress in order to plan for their future play and learning;
- provide children with more adult led activities and manage her time so she can support children's play and learning;
- provide children with more opportunities to help at snack time and offer them a healthier choice of food and drinks;
- implement written operational procedures for walking children from school and on trips and outings, and
- implement a social media policy so information relating to the children is only shared with their individual parents.

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 24 September 2018 from 13.10 – 18.15 hours.

We:

- Inspected a sample of documentation and policies;
- observed the children attending and the care received;
- spoke to 5 parents, the assistant, the child minder's daughter and children;
- inspected the areas used by children and the resources;
- considered the information received by the child minder in her Self Assessment of Service Statement; Quality of Care Report and Statement of Purpose and
- gave feedback of our findings to the child minder.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Child Minder
Registered Person	Joan Coppin
Registered maximum number of places	10
Age range of children	Birth to 12 years
Opening hours	07.30 - 17.30 hours, Monday to Thursday and after school on Friday
Operating Language of the service	Welsh
Date of previous CSSIW inspection	16 September 2015
Dates of this inspection visit	24 September 2018
Is this a Flying Start service?	No
Is early year's 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 provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	