



Childcare Inspection Report on

Lisa Hughes

Abergele



Date of Publication

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Description of the service

Lisa Hughes is registered to provide care for a maximum of 7 children aged under 12 years from her home in Abergele. The service is open Tuesday – Friday, 08.00 until 17.30 hours. The child minder does not provide the 'Active Offer' of the Welsh language with English being the primary language spoken. The child minder does however understand and speak some Welsh.

Summary of our findings

1. Overall assessment

Children enjoy their time with the child minder and she knows them well. She provides them with interesting and varied play experiences and a choice of age appropriate resources. The clean and welcoming environment means children settle quickly into play and feel relaxed. Outside in the enclosed garden and through walks and outings, children are able to explore the world around them. The child minder manages her service appropriately and has positive relationships with parents.

2. Improvements

Improvements since our last inspection include;

- The child minder had renewed her Paediatric First Aid qualification and
- new resources to extend children's play and learning experiences had been purchased.

3. Requirements and recommendations

Recommendations only were made in relation to care and development, the environment and leadership and management. Further detail can be seen in 5.2.

1. Well-being

Summary

Children enjoy their activities both indoors and outside where they learn new skills and are happy. Children have choice and good interactions with their friends and the child minder. Children are happy and have opportunities to develop their independence.

Our findings

1.1 To what extent do children have a voice?

Children speak up and are listened to.

Children chose what they wanted to do and could easily access the resources they wanted to play with as they were within their reach. Children were listened to and knew the child minder understood them as she spoke to them in their home language of English. For example, a child recited a story to of when he went in an aeroplane and remembered the colour of the aeroplane. He knew what he said was valued by the child minder as she asked 'do you remember who you went with?' and following his response to her she added 'yes, that's right'.

Children express themselves well and know what they have to say is respected.

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

Children are settled and feel safe, happy and valued.

Children had settled well and formed strong bonds of affection with the child minder and each other. Children were confident, they talked about things they liked doing with us and the child minder and they happily played alongside each other. Children felt a sense of belonging as they were familiar with the daily routine, getting their coats before going outdoors and washing their hands before eating.

Children's well-being is positively supported by the good relationships they have with each other and the child minder.

1.3 How well do children interact?

Children interact well with each other and the child minder.

Children listened to what the child minder had to say and followed instructions well. For example when asked to tidy toys away in case they tripped over them, children helped. Lots of happy conversations were heard between the children and the child minder with children giving each other time to speak up in turn. They showed good manners by saying please or thank you and played well together, sharing toys and resources. For example, when a child

asked 'please may I have an animal like that' the child's friend quickly gave them the toy animal, making both children feel happy.

Children are forming friendships which promote their social development and are learning how to interact positively.

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

Children gain a sense of achievement through their play and learning.

Children focused well on their chosen activity with a child methodically making little pens for the toy animals to sleep in out of wooden blocks. Children showed us and named the dinosaurs they liked as well as using the Welsh language to identify toys of different colours, smiling when they remembered the right colour to match the toy. Children enjoyed telling us about a recent outing, dressing up and exploring a 'castle'. A child told us he wanted to dress up as a skeleton and was looking forward to going on a Halloween day out the following week. One comment written by a parent about their child noted '*lots of outings they attend which xx loves and many craft and play sessions in the home*'.

Children develop and learn as they have a range of varied and interesting activities.

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

Children follow their own interests and are learning skills of independence.

Children were beginning to learn how to be independent, for example they washed their hands before eating and did their best to put on their own coats before going outside. Children used their imagination well, making up stories as they played and deciding which of them could be 'mum' or 'dad'. They had lots of opportunities to develop their language and were heard having many conversations with each other and the child minder.

Children are developing their independence well and learning different skills through their daily routine and the activities available to them.

2. Care and Development

Summary

The child minder has positive relationships with the children and knows them well. She ensures children are kept safe and generally promotes healthy lifestyles and good hygiene practices. The child minder provides a variety of activities and meets children's individual needs. She encourages positive interactions and is a good role model.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder generally understands her role and responsibilities in keeping children safe and healthy.

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 Emergency Paediatric First Aid qualification enabling her to administer emergency first aid and kept written records of accidents and incidents, making sure parents signed to acknowledge any entries. In order to ensure a clear procedure for recording head injuries and the action taken as a result was being followed, we asked the child minder to record the telephone conversation she had with parents at the time of the injury. Written risk assessments and regular fire drill exercises had been completed showing the child minder paid regard to safety. The child minder generally promoted good health through providing children with home cooked meals. However, we discussed the possibility of revising the weekly menu to include more fresh food as opposed to some of the processed foods currently being used. The child minder had a suitable medication policy but was not implementing her procedures fully in practice. The child minder agreed to follow these in future in order to ensure accurate and clear records of medication requested to be administered and being given to children were maintained. The child minder also agreed to make a slight amendment to her nappy change policy to fully meet current practice relating to Public Health Wales' Infection Prevention and Control in Child Care settings (0-5) years guidance.

Overall, the child minder promotes healthy practices and keeps children safe.

2.2 How well do practitioners manage interactions?

The child minder models good behaviour and treats children with respect.

We observed a child centred home with care respectfully delivered at the children's level. The child minder promoted positive interactions through praising children for their achievements and being kind in her approach. She spoke to children at their level, making sure they understood what was expected of them by giving clear explanation in a language they understood. For example, when it neared time for children to be taken to school / playgroup, she reminded them of what they needed to do before they set off. This resulted

in children being happy to go and get their coats on and sitting nicely together when they were ready. We talked to the child minder about the strategies she used to manage behaviour as noted in her policy. One of the techniques used was 'time out' which the child minder explained had never been used. We asked she revised her policy to ensure it reflected her current practices and she gave parents a copy of the new procedure so they would be clear as to the strategies used to manage behaviour.

The child minder promotes positive interactions in a manner understood by children.

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

The child minder engages positively with children in order to promote their play, learning and development and knows the children well.

The child minder planned suitable play and learning activities enabling children to develop different skills both inside and outdoors. For example, a whole week of outings had been planned for the children's half term holidays and most mornings during term time, children were taken to participate in age appropriate activities within the locality, such as pre-school groups and 'soft play'. She knew the children well, talking to them about their families and pets and what they liked to do. For example, the planned half term outings had been arranged after she had asked children about where they wanted to go. The child minder kept written records of each child's development and learning mile stones but could improve these by noting how she used her observations to plan for the children's future play and learning. The child minder showed us her weekly plan of activities which she could expand upon and note how the activities linked into specific areas of play and learning. The child minder made sure children could determine and control the content of their own play by giving them time to enjoy their own play ideas and knowing when to step in and support them when required.

The child minder provides children with interesting activities.

3. Environment

Summary

Children are provided with a clean, secure and welcoming environment. The child minder provides a selection of well maintained resources which promote children's play and learning. The layout of resources promotes children's independence.

Our findings

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

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

The environment was clean, well maintained and the premises were secure as the main door was locked and the outdoor area enclosed meaning no unauthorised persons had access. The child minder reviewed written risk assessments showing she managed and where possible eliminated risk of harm to children. When asked, the child minder moved cleaning products stored under the kitchen sink out of children's reach and was reminded of the need to make sure such products were not accessible to children in the future. The child minder also allowed the pet dog to use the enclosed garden. We asked the child minder to make sure this practice did not pose risk of harm to children when they used the garden for outdoor play.

Overall, the child minder implements appropriate measures to ensure children are safe.

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 plenty of space to enjoy their play and moved freely through the open plan kitchen and their designated playroom. Toilet and hand washing facilities were conveniently located and low level labelled storage boxes promoted each child's independence. The environment was light, bright and warm with 'thank you' and home made Valentine cards from children displayed on the playroom wall, making the environment welcoming to them. We did talk to the child minder about setting out the playroom with more designated areas of learning such as placing dressing up clothes near to the home corner which could extend children's play experiences.

The child minder ensures there is sufficient space and facilities to meet children's needs.

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

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

The child minder ensured resources and equipment were clean, in good order and encouraged children to follow their interests and learn through play. The child minder provided children with recyclable materials, such as paper cups used to make the body of a

Halloween spider. Low level chairs and table were used for craft activities and meal times with a comfortable sofa and chair where children could sit and relax.

The child minder ensures resources are developmentally appropriate and promote children's learning and development.

4. Leadership and Management

Summary

The child minder has a clear vision and manages her service well most of the time. She is committed to providing children and their parents with a service suiting them as families. Although improvements are made during the year, the child minder needs to develop her quality of care report to reflect all positive changes made and to identify those planned for the future. She has established positive relationships with parents and their children and manages resources well.

Our findings

4.1 How effective is leadership?

The child minder has established suitable systems to manage the service.

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. She had current insurance for her business, maintained daily attendance records and provided us with the required online information in July 2017, noting policies and procedures had been reviewed at this time. As the child minder's emergency policy had changed slightly, she was asked to amend this to make sure it was accurate.

The child minder understands her role in managing the service.

4.2 How effective is self evaluation and planning for improvement?

The child minder needs to develop her quality of care report to include more information about her improvements to date and those planned for the future.

The child minder provided us with a recent quality of care report which noted parents had been given an opportunity to voice their views. We looked at their returned questionnaires which showed parents were appreciative of the service provided, commenting '*lovely setting, always has things planned for the children to do or days out*' and '*a houseful of love and happiness*'. However, we explained to the child minder of the need to include more information about the children's views and to note all improvements made to date and those planned for the future. In so doing, the child minder would be able to clearly evidence how she fully assessed her service annually.

The child minder's quality of care report is adequate.

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

The child minder manages resources well.

The child minder had renewed her Disclosure and Barring Service certificates, meaning she met with regulation regarding this matter. We looked at two of the children's files and these held the necessary information for the child minder to provide children with the care they needed. The child minder kept abreast of current practices by updating her knowledge such as completing emergency paediatric first aid and safeguarding children courses. She kept paperwork relating to the business confidential and secure and was committed to providing children and their parents with good quality care.

The child minder has established suitable systems to manage resources.

4.4 How effective are partnerships?

The child minder has good partnerships with parents and the wider community.

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 written. Parents also provided the child minder with information about their child's needs and preferences before their child started so the child minder could provide the care needed. The child minder took children on walks and outings which helped to extend children's knowledge of the world around them and enabled them to feel part of the community.

The child minder works together 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 Recommendations for improvement

Positive practice recommendations were made only for the child minder to consider;

- keeping accurate and clear records of all medication administered to a child;
- developing the annual quality of care review and report to include more detail on feedback received from parents and their children, also noting improvements made to date and those planned for the future;
- updating the following policies; behaviour management, emergency and child protection;
- keep a written account of contacting parents should their child sustain a head injury and the action taken as a result;
- revising the weekly menu to include more fresh products;
- revising risk assessment records to include how potential risk of harm to children is managed when they play in the enclosed rear garden should the family dog also been using the same space, and
- extending the planning of activities to link with child observations and areas of play.

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 24 October 2018 from 12.30 – 16.35 hours (this time includes two visits the child minder undertook to take children to school/playgroup after lunch and then to collect them from school/playgroup in the afternoon).

We:

- Inspected a sample of documentation, records and policies;
- observed the children attending and the care they received;
- spoke to the child minder and children;
- inspected the areas used by children and the resources, 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

7. About the service

Type of care provided	Child Minder
Registered Person	Lisa Hughes
Registered maximum number of places	7
Age range of children	birth to 12 years
Opening hours	Tuesday – Friday, 08.00 until 17.30 hours.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 October 2015
Dates of this inspection visit	24 October 2018
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. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote the Welsh language service. We recommend the child minder considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

No noncompliance records found in Open status.