



Childcare Inspection Report on

Michelle Hughes

Moelfre

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

30/09/2019

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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

Michelle Hughes is registered to care for up to 9 children from her home in Moelfre, where she lives with her family. Children up to the age of 12 years can attend the service. The service is open from 8:00 until 17:30, Monday to Friday. The house is on an estate with a suitable garden for outdoor play. This service is bilingual with equal opportunities for children to communicate in Welsh and English.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Excellent
Environment	Good
Leadership and Management	Good

1. Overall assessment

The children who attend this service are highly motivated, animated and fully engaged in their play and learning. An extensive and exciting range of activities is provided which promote development and enjoyment and enable children to make choices and decisions about what affects them. The childminder is sensitive to the needs and experiences of individual children and demonstrates warmth and kindness towards them. The environment is safe and secure and encourages children to learn and be curious. The childminder is enthusiastic about her role, has a clear vision for the future of the service and is determined to make a difference to children's lives. She attends courses to increase her knowledge and skills.

2. Improvements

Following recommendations from the last inspection, the childminder has dated her documents to clarify when reviews have and will take place. Also, the child minder has made changes to records of incidents to ensure confidentiality.

3. Requirements and recommendations

We have recorded one recommendation for the theme for Leadership and Management theme. The child minder should ensure that she sends a copy of her annual quality of care review to Care Inspectorate Wales (CIW).

1. Well-being

Excellent

Summary

Children are confident communicators and their opinions and interests are highly valued. Children are delighted and express enthusiasm and enjoyment. They feel secure and clearly have a strong feeling of belonging in a nurturing environment which encourages their development and self-confidence. The children interact effectively, developing strong bonds of affection and co-operate enthusiastically.

Our findings

Children's voices are consistently listened to at this service. Children express themselves very clearly and receive continuous meaningful responses. We arrived as the children were having breakfast, our visit was clearly explained to them, and they continued to eat and chat happily. Children were confident when communicating their wishes when asked if they wanted an apron to paint, when choosing songs to sing and expressing a dislike of certain foods at snack time. Children were offered alternatives in line with their wishes. Children's opinions and interests are highly valued, as the child minder jots them down on post-it notes, which are kept safely on file and then fed into activity plans, which we evidenced.

Children cope extremely well with separation because efficient daily routines in a caring environment give them a sense of security. Children are familiar with routines and they were all enthusiastic when reading or browsing the books quietly while waiting for the next activity to start. They have a sense of belonging as their work is displayed, and also the model house and figures on the wall which they use to self-register. Children expressed enthusiasm as they discussed and completed the activities, especially when playing with the sand.

The children were very polite and naturally well-mannered without being prompted, for example as they sat reading while a painting activity was being prepared, we saw one child reading a story to the others. Children interacted enthusiastically with the child minder as they were reminded to show empathy towards others. We saw children playing contentedly together and showing respect to others when taking turns and sharing during a painting activity. The children were fully engaged and one child spoke enthusiastically about what they had learnt about bees making honey.

Children are highly motivated and fully engaged in their play and learning. We saw the children playing and learning at the sensory table which emphasised the autumn theme. As they played, children learnt about nature during the autumn, the animals that hibernate, and the opportunity to feel conkers, acorns and leaves and coloured rice. This provided children with a stimulating opportunity to learn indoors. Children were thoroughly supported and encouraged to take part and experiment during a painting activity. They painted freely and mixed colours when stamping with corks to create autumnal pictures which gave a very good feeling of achievement and self-esteem. Later, after clearing up, the children were

fully engaged in a dancing activity which was thoroughly enjoyed by all as they developed physical skills.

Children experience age appropriate opportunities that fully promote their all-round development. They received challenging and varied opportunities to develop their independence such as removing their shoes, fetching toys that reflected individual interests, using toilet facilities, washing and drying hands. At snack time, under supervision, they prepared their own fruit with child friendly knives and poured their own drinks. Children are encouraged to evaluate their activities by responding to questionnaires.

2. Care and Development

Excellent

Summary

The child minder keeps children safe and promotes and encourages healthy living. She has created a homely and loving relationship. Interactions between children are consistently managed and effective. Children's development is promoted effectively and children's progress is well documented and constantly reviewed. The child minder has a thorough understanding of key policies and procedures.

Our findings

The health and safety of children is given priority at this setting. The child minder consistently implements policies and procedures to ensure children are safe and healthy. We saw thorough clearing up after every activity to ensure every child's safety. The child minder fully understood safeguarding and knew the process to follow should she have concerns about a child. The child minder holds monthly fire drills and fire alarm, fire blanket and first aid box checks which were recorded. Children's attendance is recorded. The child minder consistently implements robust hygiene practices in relation to changing nappies and also with handwashing and individual towels were provided for children to reduce the risk of cross infection. The child minder constantly promoted healthy living and ensured that a drink of water was readily available for children at all times. She ensures that snacks are healthy and children were made aware of the benefits of eating fruit as they prepared them. Physical activity was promoted and was clearly an enjoyable experience for the children.

The child minder fully understood the behaviour management policy and consistently implements positive behaviour management strategies. She knew the children well and has a thorough knowledge of their development and how this, and other factors can affect their behaviour. We saw children disagreeing over a book, and the matter was dealt with immediately. The childminder patiently explained the importance of sharing and drew attention to another book to help resolve the matter, and everybody was happy. The child minder acts as an excellent role model at all times, which was clearly reflected when a young child read to the other children and asked questions about the pictures. Children are consistently praised and every achievement is celebrated. Children were encouraged to be courteous and kind to each other. The child minder was consistently responsive and listened to children's views. The child minder demonstrates warmth, kindness and respect towards the children.

The child minder has extensive knowledge of children's development, which is recorded and is committed to providing an excellent range of play and learning activities. The comprehensive development records are used to form individual learning steps and we saw the child minder concentrate on naming parts of the body with one child in a playing activity, meeting the needs of the individual learning plan. Parents are given the records when a child leaves the service. The child minder spends time effectively when chatting with the

children, seeing opportunities to develop literacy and numeracy skills. Children of a young age could recognise numbers randomly in English and Welsh as the child minder positively promotes the use of both languages at all times. Activities are planned weekly following specific themes. They show progression and support if needed and also indicates a thorough understanding of the Foundation Phase learning areas. Also, children are given a variety of opportunities to link their topics of exploration to real life. We saw pictorial evidence of visits to the dentist, doctors and vets surgeries as well as visits to a farm, going for woodland walks, the zoo and the RSPB. This gives relevance to what they are learning and makes their experiences memorable.

3. Environment

Good

Summary

The childminder has effective measures in place to ensure the safety and welfare of children. She has ensured that the environment has good indoor space for children to move freely. Also there is suitable outside space which is used frequently. The childminder has ensured that children can access good quality and a variety of toys and equipment.

Our findings

The child minder has effective measures in place to ensure the welfare and safety of children. She accompanies children to the upstairs bathroom at all times. The environment is safe with a good level of upkeep. The child minder had provided a detailed and up to date risk assessment, and we saw evidence that action plans were implemented daily and revised regularly. External doors are kept locked at all times. She has good systems in place for regular maintenance and safety checks of appliances are maintained.

The child minder has ensured the environment includes a suitable area indoors where children can move freely. The lounge is a large light and airy room which has been set out into different areas. Resources had been laid out in preparation and accessible to all children. The environment is very welcoming and children's work is displayed which gives a strong feeling of belonging. The child minder had made alterations to the access from the kitchen into the lounge which now enables easier access and visibility between the two rooms.

The child minder ensures that resources and toys are accessible to the children. The other resources are kept in an accessible storage unit and have bilingual and pictorial labelling. The sensory table provides a variety of learning and play opportunities for the children and is well used and enjoyed by children. The content of this table corresponds with the theme of learning and play and we saw pictures of the varieties that have been created. The children are provided with many wooden toys, resources that promote diversity promoting children's curiosity about the wider society. The child minder spoke to us about her plans to become a plastic free service in the future. The child minder was able to show us many of the educational toys that she has acquired in line with her action plan. Also we were shown educational display boards that she uses to further develop children's skills.

4. Leadership and Management

Good

Summary

The child minder understands and practises her responsibilities regarding regulations. She ensures that she attends relevant courses to improve and develop the service.

Our findings

The child minder has a clear vision for this service and she updates her knowledge and familiarizes herself with the policies and procedures for further development. She has provided a comprehensive policy file and ensures that procedures are included in daily practices and updates are recorded. She provides parents with an updated statement of purpose so they are able to make an informed decision on using the service. We saw samples of children's files and found that they were complete and all necessary information is recorded. The childminder has a good understanding of her responsibility to promote the Welsh language and is working towards the Active Offer of the Welsh language.

The child minder actively implements self-evaluation and has obtained the opinions of the children and their parents. Children are given opportunities to express their opinions on a variety of activities and their response are recorded. One such response was: *'I don't like it, I love it!'* Parents are given opportunities to express their opinions in a post settling in questionnaire and an annual quality of care questionnaire. Some of the comments that stood out were: *'Excellent service in every way...'* *'Don't change anything – everything is great!'* *'...top-class service that stimulates children.'* The child minder had prepared a quality of service report and we recommended that she adopts the good practice of sending a copy to CIW every year.

The child minder takes her responsibilities seriously and is self-disciplined. She works diligently to maintain management of her time and resources. She has ensured that all DBS checks are current and that all safety checks and insurances are renewed in a timely fashion.

The child minder ensures that all communication systems with parents are effective. Parents are well informed of children's development and are given the opportunity to record developmental steps at home. The child minder provides them with WAW Moment record sheets that are then kept in children's files. One example that we saw was a parent's account of how they had been astounded with their child's knowledge about bees, all of which had been learnt while in the child minder's care. This two way system of recording ensures that individual needs are met. Daily diaries were provided for younger babies and we saw an example even though there were no children of that age range currently at the service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Adopt the good practice of sending the annual quality of care review to CIW

6. How we undertook this inspection

This was an unannounced visit although we had telephoned shortly before the visit to confirm the child minder's availability. The inspection was held on Monday 30 September 2019 from 8:35 – 14:05. We arranged to phone the child minder for feedback on Wednesday 2 October 2020.

We;

- observed activities inside;
- we looked at information held by CIW including a previous inspection report, the statement of purpose, annual quality of care report and responses to the Self-Assessment;
- we spoke at length to the child minder;
- we looked at a wide range of documents including policies, records and children's files, and;
- we observed a variety of activities and chatted with children.

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	Michelle Hughes
Registered maximum number of places	9
Age range of children	Up to 12 years old
Opening hours	8:00 – 17:30 Monday to Friday
Operating Language of the service	Bilingual
Date of previous Care Inspectorate Wales inspection	04 January 2016
Dates of this inspection visit(s)	30 September 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 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:	

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