



Childcare Inspection Report on

Lynsey Hughes

Chester



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

Lynsey Hughes provides her child minding service from within her family home in Penyffordd, Chester, where she lives with her husband and three children. She provides care Monday to Friday 7:30 to 17:30. She is registered to care for no more than 10 children under the age 12 years, at any one time. English is the main language used.

This is a service that does not provide the Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children's wellbeing is promoted and they have a say in how they spend their time. They are settled, happy and enjoy learning through the opportunities available to them. The child minder implements effective policies and procedures that support her in keeping children safe and healthy. She manages interactions well and supports children's development through providing appropriate play and learning opportunities. The environment is safe and provides children with chances to play indoors or outside. Resources are age appropriate and of a good quality. The child minder manages her service well and completes self evaluations so improvements can be made. She ensures her training is kept up to date and that positive relationships are established with parents so they are kept informed.

2. Improvements

Since the last inspection the child minder has updated her training as required by regulation, purchased new resources for the children and begun to redecorate the main rooms used for child care.

3. Requirements and recommendations

We made a recommendation related to the environment.

1. Well-being

Good

Summary

Children have a voice, expressing themselves confidently and being able to have a choice in how they spend their time. They are settled and happy with the childminder and other children with whom they have built a positive relationship and formed friendships with. Children interact well, learning to consider the needs of others and being well mannered. Children can learn new skills and have opportunities to be independent.

Our findings

Children freely chose the activities they wanted to take part in. They could choose from the resources available and decide if they wanted to play alone or alongside others. Children were given a range of items to choose from for their lunch and their preferences took precedence over routines. For example, children were able to sleep when they were tired. Children confidently communicated with the child minder, other children and us. They expressed themselves and their needs verbally and using non-verbal cues, knowing these would be listened and responded to in a caring manner by the child minder.

Children were settled and showed they were happy in the care of the child minder as they smiled and enjoyed her company. Children went to the child minder for comfort, reassurance or just for someone to play with. They had built an obvious positive relationship with her and other children attending. Children spoke fondly of other children they saw in photographs and talked about activities they had completed together. They were relaxed when we were there, showing they felt safe. They knew the environment and routines well and moved around freely.

Children were learning to interact with others. The older children were becoming aware of the younger children's needs and showed concern when they thought they had hurt themselves. Children were learning good manners, saying please and thank you at appropriate times. They were developing their understanding of sharing with few reminders from the child minder needed. For example, a child was playing with the pretend food and kitchen equipment. Another child wanted to join in so the child allowed them to play. The children helped to tidy away toys when asked to do so, cooperating positively.

Children were enthusiastically involved in a play activity that allowed them to follow their interests. Children were enjoying building a tower with the stackable cups and then laughing when they knocked it down. They spoke excitedly when they told us about their last visit to the zoo where they saw the dinosaurs and got wet when they squirted water at them. The observations we made, the photographs we saw and the discussions we had with the children evidenced happy children who enjoyed the experiences they had in the care of the child minder.

Children had access to appropriate resources and activities that helped them learn. They could freely choose or take part in an adult led activity. Children could develop some

independence as they were provided with appropriate resources, facilities and opportunities. For example, their coats were stored on low level coat pegs so they were accessible, resources were stored at a child friendly height and children were encouraged to attempt things for themselves.

2. Care and Development

Good

Summary

The child minder keeps children safe and promotes a healthy lifestyle. She ensures the food and drink she supplies is nutritious and provides regular opportunities for children to be active and get fresh air. She is a positive role model and encourages children to interact appropriately. The child minder tracks children's development and provides opportunities for them to learn through their play.

Our findings

The child minder implemented and followed effective procedures to ensure children were kept safe. Her safeguarding training was up to date and she knew the procedure she would follow should she have concerns about a child. The child minder encouraged children to wash their hands when needed, including after using the toilet and before eating. The child minder checked her smoke alarm at regular intervals and conducted fire drills with the children to ensure they were aware of how to evacuate the premises if needed.

The child minder promoted a healthy lifestyle providing a range of nutritious food choices. This was evident with the choices children were offered on the day and through looking back over the daily diaries. The child minder gave children regular opportunities to be active and get fresh air. She planned trips to local parks and play centres and allowed free access to the garden when in use.

The child minder managed interactions well. She was a good role model, talking with the children, using and supporting good manners. She used positive praise to encourage good behaviours and implemented positive strategies to deal with any unwanted behaviour. For example, using distraction techniques successfully when a child wanted the same toy as another child.

The child minder knew the children well and understood their needs and preferences. She provided resources that were suitable for their ages and stages of development. The child minder planned activities that supported children's learning and encouraged them to be creative. For example, using large pieces of paper on the floor to draw pictures. The child minder kept individual progress records for each child. These were updated regularly and showed children's development through each of the areas of Foundation Phase learning. The child minder promoted and gave children opportunities to be independent. For example, giving them the time and space to take their shoes off themselves.

3. Environment

Good

Summary

The environment is clean and spacious. The child minder completes risk assessments to ensure hazards are managed well and eliminated where possible. The environment is welcoming and the garden area is a suitable space where children can play and be active. Resources are of a good quality and furniture is of a child friendly height.

Our findings

The child minder ensured the environment was a safe place for children. The environment was being redecorated so the child minder had created a separate, safe place, for children to use. The child minder completed daily checks on the environment and risk assessments were conducted to ensure any potential hazards were eliminated where possible or, if not then managed well. For example, safety gates were used to stop children from entering the kitchen and to keep the dog separated from the children. The child minder kept a register of the children's attendance so they could be accounted for in an emergency and the records could be referred to if needed. However, no record of visitors was kept, which would ensure everyone could be accounted for. The garden area was safe as it was surrounded by fencing and the external gate was kept locked.

The environment was being redecorated but photographs showed that children's work and education posters were usually displayed, making it child centred and giving the children a sense of belonging. The environment was light, bright and clean and there was enough space for children to move around and play in. There were suitable facilities and direct access to the garden. The garden was laid with grass and was a good space, where children could play and be active. This was not seen in use due to the work that was taking place but photographs and discussions with children evidenced it was utilised well.

The resources provided were of a good quality and suitable for the variety of age ranges cared for. Although some had been packed away while the environment was being improved, photographs and observations evidenced that children had access to natural materials including water and sensory experiences such as, play dough. The child minder provided children with low level chairs, tables and storage so they could be independent and were comfortable.

4. Leadership and Management

Good

Summary

The child minder manages her service well. She ensures paperwork and training is kept updated and well organised . She uses self evaluation effectively to make improvements that benefit the children. The child minder forms positive relationships with parents and uses the local community to enhance the experiences of the children.

Our findings

The child minder had produced a statement of purpose that reflected the care she provided and gave parents the information they needed to decide if it was the right care for them and their child. She made sure all policies and procedures were implemented and they were updated regularly. All paperwork inspected was complete including children's registration documents and accident and incident records, which were signed to show they had been shared with parents.

The child minder consistently self evaluated her service and the care she provided. For example, she had recently decided not to offer wrap around care for children of school age during term time. This was to allow her to provide more effective care for the younger children attending. The child minder conducted a quality of care review which included the views of parents and children using her service. As a result of this review improvements had been made and planned. For example, new flooring in the main play room so children were safer and more comfortable.

The child minder kept her training required by regulation up to date including, Paediatric first aid, safeguarding and food handling. She ensured her Disclosure and Barring Service check was updated and those of family members living in the same household who were aged 16 or over.

The child minder had developed positive partnerships with parents and kept them up to date about their child's day and development. For example, a parent rang to check on her child. The child minder was confident and happy to share information and she reassured the parent she would contact her again to let her know her child was all right when they were collected from school. The child minder completed Daily diaries for each individual child so information about their routines, activities and food and drink intake could be shared.

The child minder regularly took the children to local groups including toddlers and indoor play centres. This gave the child minder and children opportunities to socialise and take part in a range of different activities with others. Planned activities were also arranged so children could visits local parks and places of interest including nature parks and the zoo, promoting their sense of belonging within the 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

We made the following recommendation;

- to keep a record of all visitors so the information can be referred to in the future if needed and everyone can be accounted for in an emergency.

6. How we undertook this inspection

This was a full inspection undertaken as part of our schedule of inspections where the provider was given short notice to check their availability. One inspector visited the service on 17 October 2019 from 9:30 to 12:30.

We:

- Inspected a range of paperwork including, policies and procedures, registers, risk assessments and three children's files;
- observed practice to evidence the children's engagement and the care being provided by the child minder;
- spoke to the children and child minder;
- inspected areas used by the children, and
- gave feedback to the child minder on the day of 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	Lynsey Hughes
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	7:30 – 17:30 Monday to Friday.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 August 2016
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?	This is a service that does not provide an 'Active Offer' of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

Date Published 10/12/2019

No noncompliance records found in Open status.