



Inspection Report

Karen Elliott

Porth



Date Inspection Completed

23/03/2023

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	27 April 2017
Is this a Flying Start 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 people /children who use, or intend to use their service.

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

For further information on ratings, please see the end of this report

Summary

Children are exceptionally happy and thrive at the setting. They have considerable opportunities to make choices and influence their play. Children are very relaxed in the child minder's company and enjoy the time they spend in her care. They show great sensitivity towards their friends, considering each other's needs well.

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She implements some procedures to meet children's personal care, safety and well-being needs. She demonstrates warmth and affection to the children in her care. She uses skilled, confident interactions which enable all children to be fully included.

Children receive care in a secure and stimulating environment. The child minder has effective risk assessments in place. Since our visit, the child minder has made changes to the areas used to care for children to ensure compliance with the terms of her registration.

The child minder is efficient in the management of her service and is committed to ongoing improvements. She sets clear aims to meet children's needs. She operates suitable systems for record keeping. She understands the importance of working with parents and professionals to ensure the development and well-being of the children in her care.

Children are very settled and readily express their enjoyment and considerable enthusiasm for the setting. They relish their freedom to move around play spaces. They are extremely confident to choose resources to play with and decide how they would like to use them. Young children make their wants and feelings known through pointing to a toy that they wish to use and then giggling in glee when the child minder takes it out for them.

Children are safe, happy and content. They have very clear bonds of affection with the child minder and they show significant trust and warmth in their interactions with her. Children look to her for affection and reassurance in a variety of situations including when waking from a sleep and after losing their balance when walking across the playroom. We saw all children enjoying quiet cuddles with the child minder. Children enjoy seeing photographs of themselves on display in the playroom.

Children behave very kindly and considerately towards each other. We saw a child run to fetch a tissue for their friend to wipe their nose after sneezing. The child showed great pride when the child minder praised them for their kindness. Children respond very well to guidance from the child minder to share and take turns, for example when playing together with a ball rolling toy.

Children are free to explore their environment and spend time on activities that interest them, which encourages them to learn and develop. The child minder told us that they have regular exercise and fresh air, and highly value the time they spend outdoors engaged in active play. Indoors, children clearly enjoy their play and concentrate on activities that motivate and interest them for an appropriate length of time. For example, we saw children very excitedly looking out of the window for birds and shouting "*Birdie*" each time they spotted one. They listened intently as the child minder chatted to them about signs of spring and the birds now starting to come out.

Children have plentiful opportunities to develop their independence skills through a variety of interesting play and learning experiences. They are encouraged to do as much for themselves as possible in their play. We observed young children showing significant perseverance to carefully place wooden sticks into a block while the child minder said the words for the colours in Welsh and English. Children are developing their self-help skills well, for example through eating independently using age-appropriate cutlery.

The child minder has a good understanding of how to keep children safe and healthy. She wipes tables before children eat and sometimes ensures that they wash their hands. She provides healthy and nutritious food and has thorough processes to manage allergies. She has a food hygiene certificate. All children have access to drinks at mealtimes. The child minder uses appropriate procedures to change nappies. She has undertaken first aid training and ensures regular replenishment of first aid boxes. She uses suitable systems to record accidents, incidents and the safe administration of medication. The child minder has a strong understanding of the signs and symptoms of abuse and her role in safeguarding children. She ensures that children have daily access to outdoor spaces, regardless of the weather. Children have access to a travel cot, although at our visit, we saw children using a sofa for naps; the child minder remained close by the child and monitored them.

The child minder has a positive manner with the children and delivers warm, nurturing care. We saw her providing cuddles throughout the visit, "*Oh I love a cwtch!*". She speaks very fondly of the children in her care, understands how to meet their needs and knows how to engage and interest them. For example, we saw her and a child laughing together as they looked at themselves in a mirror. She adopts a calm, positive approach to managing children's behaviour. She provides explanations to aid children's understanding such as, "*Can we not stand on them because we could break them and then we would be sad.*" She is enthusiastic and kind in her interactions. We heard the child minder encourage and praise children frequently for their efforts and positive behaviour. She has a wide knowledge of additional learning needs and has undertaken a considerable amount of training in this area.

The child minder encourages children's curiosity and independence, letting their interests lead the play and learning. For example, we observed a child playing with a tray of sticks and stones. The child minder tapped a stone with a stick and asked the child what they could hear. The child spent a considerable length of time tapping and listening, before moving on to count them. The child minder has undertaken training courses to develop her understanding of the Curriculum for Wales and is formulating a planning, observation and skills tracking process. She uses Welsh regularly throughout the day.

The child minder provides care from her home and a purpose-built garden playroom. Both areas are clean and well-maintained. She is committed to providing a secure environment and she is fully aware of her responsibilities in relation to the safety and welfare of children in the environment. She risk assesses all parts of her home used for minding, and areas used beyond the house such as her allotment. All visitors to the home are recorded appropriately. She has a clear emergency plan. She undertakes regular fire drills and has had her property assessed for safety by the local fire service. All routine maintenance checks for the home have been undertaken.

At our inspection visit, children were cared for in the lounge when arriving and leaving. Toys were brought from the garden playroom for this time. The lounge provided children with a comfortable environment to play, with sofas and a rug on which to relax. Children eat in the kitchen area, with babies harnessed into highchairs appropriately. At our visit, most of the play time was spent in the garden playroom; the child minder had not yet received building control approval for this structure. This has a kitchen area, toilet and comfortable play space. The toilet is clean and children have the use of a step stool and different types of potties to aid their independence. Within the playroom, children use suitable low-level furniture such as a table, chairs and soft furnishings. The child minder's registration is for care at a domestic premises with care to be given in the garden playroom as an additional space. At our inspection visit, we saw the garden playroom being used as the main area for care. This breaches the terms of the registration. While this is a regulatory matter, since our visit, the child minder has provided photographs to evidence that she now cares for children within the house for a majority of the time. She also has provided assurances that she will not use the garden annex until building control approval is received.

All resources are appropriate for the age and stage of development of the children attending. Indoor and outdoor resources are stored at low level for children to independently choose from. The garden area is secure and provides children with a suitable space to play. Children are provided with a variety of stimulating resources such as den building materials and metal baths for sand and water play.

The child minder is very motivated and has the skills to manage her service effectively. She is very experienced and has a clear vision for the care she provides to children and their families. She has ensured that Disclosure and Barring Service (DBS) checks are in place for all household members aged 16 and over. Her statement of purpose was updated during the inspection and provides an accurate picture of how the service runs. The child minder has a thorough system for ensuring that policies and procedures are updated and that they refer to new legislation and guidance. Her cars have business insurance, tax and up-to-date MOT certificates. She maintains records appropriately; all required information kept for children is stored and managed securely. The child minder records the arrivals and departures of children accurately and ensures that appropriate ratios are maintained.

The child minder carries out an annual review of the service. Her latest quality of care review notes that she wishes to develop this process further through obtaining the opinions of parents and professionals for her next review. She has a suitable complaints policy available for parents and a detailed method of recording complaints should she receive any.

The child minder has a very strong culture of continuous personal development and completes regular additional training to enhance her provision and practice. Many of these courses relate to provision for children with additional needs and well-being. She has effective systems in place to ensure that essential training is updated in a timely manner.

The child minder promotes positive partnerships with parents and other professionals such as Health Visitors. She keeps parents up to date regularly through text messages and feeds back verbally at the end of the day. Parents of children cared for by the child minder have completed online questionnaires as part of this inspection. Feedback received was very positive, with parents commenting that the child minder provides “*A true home from home*” that ensures children are “*like part of the family.*” The child minder makes excellent use of her local community and environment engaging in interesting and stimulating trips which will benefit the children’s development and learning. For example, she takes children for regular rural walks and trips to the beach.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 10 - Healthcare	Ensure that children always wash their hands before eating.
Standard 12 - Food and drink	Ensure that children have access to drinking water at all times.
Standard 22 - Environment	Ensure that the house is used for the majority of care of children.

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.

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