



Inspection Report

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Porth



Date Inspection Completed

13/09/2023

About the service

Type of care provided	Child Minder
Registered places	4
Language of the service	English
Previous Care Inspectorate Wales inspection	27 April 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are happy and have formed a warm relationship with the child minder. They enjoy their time at the service. Children have good opportunities to make choices and decisions about their play. The children have a sense of belonging and they have some opportunities to practise their independence skills.

The child minder implements policies and procedures to promote healthy lifestyles, physical activities, safety, and well-being. He is kind and supports children in a warm and positive manner. He knows the children very well and is very responsive and attentive to the children.

The child minder's home is child friendly and well maintained. Children receive care in a safe, clean, and secure environment. He provides a range of suitable toys, resources, and experiences for children to help them develop their social, physical, and creative skills.

The child minder manages his service well and manages the setting appropriately. There are a range of policies and procedures in place to ensure the smooth running of the setting. Parents are complimentary of the setting.

Children are confident communicators as they know their choices and needs will be listened to. For example, children requested more lunch, and this was given. Children have good opportunities to make choices and decisions about their play and activities. For instance, the children could choose what to play with and moved resources around to suit their play.

Children are settled, happy and enjoy their time at the child minder's. They are relaxed and express enthusiasm and enjoyment. For example, children jumped excitedly as the child minder brought out bubbles and lay on the sofa when they needed quiet time. Children have a sense of belonging, are forming relationships and are familiar with routines. They know what to do at snack time and listen to instructions and requests. For instance, the child minder asked one of the children to take a spoon over to another child and they did this.

Interactions between children and adults are consistently good and children co-operate well. Children respond positively to the child minder, babbling and talking to him as they played. They share toys and resources with each other. Children express empathy and are sensitive to the needs of others. For example, during lunch an older child helped push a younger child's chair closer to the table.

Children enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times. They encouraged the child minder to join in with their play. For instance, a younger child encouraged the child minder to join in with tipping water from one container into another. Children have freedom to safely explore their indoor and outdoor environment and do this confidently.

Children have many opportunities to initiate their own play and to influence their tasks and activities. They show interest in the resources available and explore them confidently. Children take part in activities resulting in a good feeling of achievement and high self-esteem. They are eager to show or talk about what they have been doing. For example, one child smiled, pointed, and shouted "*bubble, bubble*" while playing with the bubble wand. Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. For instance, they wash their hands before snack and help set up the chairs for snack.

Care and Development

Good

The child minder implements policies and procedures to ensure the children are safe at the setting. For example, he offers regular drinks and healthy snacks. He works well with the other child minder, consistently talking to her and moving around to keep children safe. The child minder follows appropriate hygiene practices. For example, always cleaning his hands after wiping a child's nose. However, on the day of the inspection visit, the children used a shared towel indoors to dry their hands. The child minder took immediate action to rectify this and supplied children with individual paper towels to dry their hands. The child minder keeps up to date with training including first aid, safeguarding and food hygiene training. He has a strong understanding of his responsibilities to safeguard children and confidently answered what he would do if there was a child protection concern.

The child minder manages interactions with children successfully. He promotes children's confidence and self-esteem positively, providing a great sense of enjoyment and fun. For example, we saw him encourage children to share and take turns with the resources. The child minder confidently follows the behaviour management policy; implementing positive strategies to effectively promote good behaviour consistently and acts as a good role model. For instance, the child minder used please and thank you with the children and consistently praised children for the behaviour he wanted to see.

The child minder has a good understanding of the children in his care and knows their likes and dislikes. He supports their play and learning, sitting with them at their chosen activity and developing their play, discussing what they are doing or what has happened. For example, while playing with a zoo jigsaw the child minder asked, "*what animal is this? What sound does it make? Where does he go?*" The child minder is aware of children's individual development, likes and dislikes. He keeps a one-page profile about the individual children which is regularly reviewed and updated. The child minder monitors progress appropriately and is in the process of developing his planning in line with the new curriculum.

Environment**Adequate**

The child minder provides a safe environment for children to explore. Visitors are signed in and out of the setting. There are adequate risk assessments in place. However, there was no school run risk assessment and no evidence that he had reviewed the risk assessments. Since the inspection visit, the child minder has created and implemented a school run risk assessment and recorded that he has reviewed it. There is evidence that fire drill practises are undertaken to ensure the children know what to do in the event of a fire evacuation. However, the records only showed when the other child minder had taken part. Since the inspection visit, the child minder has confirmed that he has recorded when he has taken part in the fire drills. The child minder has the appropriate insurances in place and carries out regular safety checks including the annual gas safety check and fire alarm checks.

The child minder ensures the environment has sufficient indoor play space for children to move freely. Children can choose where they wish to play, in the main house, outdoors or in the additional playroom at the back of the garden. They can freely move between each area as they wish. Resources and toys are stored at low levels, allowing children to independently access them.

There is an appropriate variety of resources and equipment available to the children which are well organised and in good condition. They are age and stage appropriate to support children's individual needs, interests, and development. For example, the children were able to choose from a variety of jigsaws, construction toys, small world toys, and some craft resources. There are also some multicultural and natural materials available for the children to explore. The child minder has begun to collect and introduce resources following the curiosity approach.

Leadership and Management

Adequate

The child minder manages his setting adequately. He has an appropriate statement of purpose which reflects the service provided. The child minder has the required policies and procedures in place. However, there was no date or signature to confirm he reviews them regularly and some did not fully reflect his working with another child minder. For instance, the safeguarding policy does not include information about what to do if there was an allegation regarding the other child minder. Since the inspection visit, the child minder has told us that he has updated his safeguarding policy and has signed them for review purposes. The child minder records the relevant information required for the children, including a contract, permissions sheets and records of accidents, incidents and administered medicines. The child minder has implemented all the recommendations from his last inspection. For instance, he has provided Care Inspectorate Wales with evidence of when building regulations were signed off for the playroom and revised the statement of purpose to reflect the change in facilities available.

The child minder has an adequate understanding of his responsibilities to review his service. Due to his service not being open for a whole year he has not yet produced a quality of care report but will take action when needed. The child minder has an appropriate complaints process in place.

The child minder ensures he has a current Disclosure and Barring Service certificate in place for himself and other household members. He has appropriate training which is suitable for his role. For example, he has attended an introduction to infection, prevention and control and an Introduction to adverse childhood experiences (ACE's) and early trauma. There is a record of when children are attending the service. However, on the day of the inspection visit, it was not clear when he was minding the children. This was immediately rectified and there is now a clear record of when the child minder is looking after the children.

The child minder works well with parents. He offers verbal feedback at the end of the children's sessions and communicates via text messages. Parents told us that the child minder is brilliant, is a great child minder and their children are happy at the service. The child minder has developed a good working relationship with the other child minder who works at the setting.

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)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure that you consistently sign all documents and records when reviewing.
Ensure that all records and documents accurately reflect you as an individual child minder as well as working with another child minder.

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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