



Inspection Report

Tracey Morris

Port Talbot



Date Inspection Completed

19/01/2023

Welsh Government © Crown copyright 2023.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	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.

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

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

Summary

Children have a strong voice at this service. They know their needs, preferences and feelings will be listened to and they can make their own choices and decisions. Children express enjoyment and are comfortable, relaxed and very settled. They have opportunities to follow their own interests and enjoy taking part in the activities on offer.

The child minder works well to ensure children are kept safe and healthy. She has developed appropriate policies. The child minder promotes good behaviour, encouraging positive interactions and acts as a good role model consistently. She offers children a good range of activities, resources, and experiences.

The child minder competently ensures the environment is safe and secure for the children in her care. She offers a very wide range of toys and resources indoors, as well as offering a suitable outdoor area. The child minder provides age-appropriate equipment and furniture and ensures all resources are well maintained, clean and safe.

The child minder is organised and keeps all required records accurately and securely. She works positively to implement any recommendations. The child minder has developed good relationships with parents and keeps them well informed.

Children are confident communicators as they receive a consistent response or interaction and have good opportunities to make choices in relation to their play. For example, children decided what they wanted to play with throughout their time at the service. One child asked, *“Can I have paper please?”* and the child minder responded positively to this with *“of course, I’ll get you some now.”*

Children are content and express enjoyment as they feel safe, happy and valued. They know that their needs and requests will be acknowledged and followed. For example, one of the younger children raised their hands to show they wanted to be picked up and the child minder followed their cues. Children’s feelings, likes, dislikes and needs are acknowledged as they have positive attachments. When unsettled, they go to the child minder for reassurance and support.

Interactions between children and the child minder are consistently good. The children cooperate well for their age and are actively interested and engaged in the play opportunities available to them. For instance, they share the resources whilst playing with the play dough together. Children have a sense of belonging and are beginning to form friendships. One child stated they were painting the model for the other child at the setting.

Children enjoy a good selection of appropriate play opportunities indoors and outdoors and can also relax and have quiet times. They have many opportunities to initiate their own play. For example, they happily played with the play kitchen and were enthusiastic and engaged as they placed a collection of food in the play trolley. Some children concentrate for an age-appropriate amount of time and have freedom to explore their environment safely. They have many opportunities to follow their own instincts, ideas and interests, for example one child left the child minder’s lap and went to play with the sensory mirrors during story time.

Children have some opportunities to develop their independence skills, enabling them to do some things for themselves successfully. For example, older children ate their food, accessed the toilet and put their coat on independently. They experience a suitable variety of age and developmentally appropriate opportunities that promote their all-round development. For instance, they attend local playgroups, go on outings in the local community and they choose how they spend their time in the afternoon. Parents are positive about the children’s variety of experiences.

Care and Development

Good

The child minder keeps children safe and healthy. She identifies and actively manages risks, consistently reminding children about keeping safe, for example reminding a child not to climb furniture. The child minder has effective cleaning arrangements. She has established consistent hygiene practices to minimise cross contamination. For example, she ensures children wash their hands before eating food and changes her disposable gloves between nappy changes. However, we did not observe hand washing or sanitising following assisting children with blowing their nose and disposing of tissues. She has a good understanding and awareness of what she would do if there was a child protection issue. The child minder has a range of basic, clear policies in place. The child minder supports children to speak or express themselves as they receive a consistent response or interaction.

The child minder implements positive behaviour management strategies. For example, she frequently said “*well done!*” The child minder is sensitive to the children’s needs and is always trying to find out what the children wanted. When one child became unsettled due to teething, the child minder gave them lots of cuddles and reassurance until they settled back to play. The interactions are very positive, demonstrating warmth and kindness.

The child minder provides an appropriate range of play and learning activities. She regularly attends various community groups with the children, and she keeps photos to reflect outings and activities. She provides children with a balance of unstructured free play as well as planned activities when at home. She consistently asked children questions during their play including “*what are you making there?*” and “*what colour is it?*” The child minder carries out some basic observations, however this is not recorded consistently and not all observations are dated. The child minder does not undertake planning of activities. The child minder knows the children very well, she discusses their likes and dislikes and where the children need extra support. She encourages children to be independent while eating food, drinking, and moving between the indoor and outdoor area. We did not hear the Welsh language during the inspection visit, however key words are displayed in the role play area and she does celebrate Saint David’s day with the children.

Environment

Good

The child minder ensures the environment is safe, secure, and well maintained indoors and outdoors. She organises and carries out regular cleaning routines, however, she does not keep a record of cleaning schedules. The child minder has basic written risk assessments and completes daily visual risk assessments. The child minder ensures that regular heating and safety tests are carried out and all certificates were available to inspect on the day. She carries out regular fire drills and regular checks on the resources and equipment the children use. The child minder ensures the outdoor area is secure and safe for children, making sure children do not access the steps without supervision and maintaining the outdoor area and resources to a good standard.

The environment has good indoor play space for children to move freely and the child minder ensures that the outdoor play space is used when the weather is favourable. The premises are welcoming, warm, and accessible to all. There is a downstairs toilet which children can use, and resources are stored at a low level which children can access themselves. Resource boxes are not labelled with a visual clue as to their content. Any resources which are kept out of reach, the children can request, or the child minder pulls out in order for children to see what is on offer. The outdoor area offers a range of play opportunities.

The child minder ensures children can access a broad range of good quality age-appropriate furniture, toys, and equipment both indoors and outdoors. For example, play dough, kitchen role play resources, dolls, books, jigsaws and creative materials. There are varied resources to keep the children's interest. There is a good sized outdoor play area which is well maintained and presents some very good play opportunities for the children. For example, slide, plastic playhouse, wooden pirate ship and tepee.

Leadership and Management

Good

The child minder works positively to ensure she develops her service and has an appropriate understanding of her responsibilities as a provider. She has a statement of purpose that reflects the service provided and following the inspection visit meets the National Minimum Standards (NMS) and regulations. The child minder ensures relevant information is kept about the children in her care including individual needs, emergency details and a range of permission forms. However, not all children held the same permissions and siblings shared records. This was rectified immediately following the visit. She consistently records accidents and records medication given to children in her care. The child minder reviews her policies on an annual basis. However, she does not keep a written record of this.

The child minder reviews the quality of care annually. She seeks the suggestions of children, and their parents/carers as part of the process and produces a quality of care report which reflects on her service and includes the improvements she wishes to make.

The child minder has the necessary certificates for safeguarding, first aid course and food hygiene. She maintains accurate information about the times of attendance of the children in her care and ensures she meets the conditions of her registration by caring for no more than ten children at a time.

The child minder ensures communication and engagement systems with parents are good. She keeps parents well informed. She provides verbal feedback daily as well as messages and photos via WhatsApp. Parents told us their children love coming to the service, they know that their children are safe and happy, and she takes them out and about regularly.

Recommendations to meet with the National Minimum Standards

R1 – Consider labelling resource drawers to further promote independent choice

R2 – Keep a record of when resources and toys are cleaned and sterilised

R3 – Ensure all children hold the required permissions and siblings have individual records

R4 – Ensure there is a consistent record of children's development, activity planning and observation of children; especially under 2 years, to help plan for the children's next steps in their development.

R5 – Further develop hygiene practise

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
------------	---------	--------

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

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.

Date Published 17/02/2023