



Inspection Report

Paul Troakes

Bridgend



Date Inspection Completed

09/03/2023

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	30 July 2017
Is this a Flying Start service?	No
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 they are comfortable, relaxed and very settled. Children have opportunities to follow their own interests and they enjoy taking part in the activities on offer.

The child minder keeps children safe and healthy sufficiently. He has completed mandatory training and has an appropriate system in place for monitoring children's progress and planning activities. He interacts positively and kindly with children.

The child minder provides a clean and suitable environment. The environment meets children's needs and is comfortable. He provides a range of resources appropriate for different ages and stages of development.

Leadership and management of the setting is appropriate and kept in an organised manner. There are systems in place for managing records, maintaining policies and reviewing the quality of care.

Children have a strong voice. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. They move freely between different activities. Children feel safe, happy and comfortable in the child minder's care. They are extremely content and settled and show enjoyment; they did not stop smiling and laughing throughout our visit.

Children are settled and happy. They are forming positive bonds of affection with the child minder. The children enjoy his company and seek comfort and reassurance from him when they are upset. Children express themselves well, both verbally and through non-verbal cues. They receive an immediate response to their requests and prompts. For example, when a child asked for help with a toy they could not find, the child minder immediately helped them to look for it.

Interactions between the children and the child minder are consistently good. The children co-operate well for their age and are actively interested and engaged in the play opportunities available to them. For example, they shared the resources when playing with the dolls together. Children have a sense of belonging and are beginning to form friendships with each other; greeting each other by name when they arrive.

Children show high levels of engagement in their play and learning. They confidently engage in directed and self-directed activities. During our visit, the children chose to play with the dolls, musical toys, soft toys, the cars and garage. Children play appropriately for their age and stage of development. They listen and play cooperatively, sharing resources, negotiating, taking turns and follow direction from the child minder well. For example, when a child wanted a toy another child had, the child minder said they could have a turn next, and explained their friend was still having their turn.

Children have opportunities to develop their skills and independence in line with their age and stage of development, which enables them to do some things for themselves successfully. For example, they feed themselves at mealtimes and retrieve resources independently. Some children gain a sense of achievement from what they do and are eager to share their successes, for example one child was excited to show they had found the missing unicorn.

Care and Development

Good

The child minder is aware of his responsibilities to keep children safe and healthy. He implements appropriate cleaning and hygiene procedures. The child minder has received a visit from environmental health and maintains the appropriate systems for storing food safely. He maintains some basic risk assessments which show risks have been considered and minimised where possible, however these need to be reviewed. The child minder is aware of safeguarding procedures and has updated his training to reflect this. He completes appropriate medication and accident forms. The child minder maintains the appropriate registers, which are accurate and reflect the exact arrival and departure times. He is aware of the procedures to follow if he has any concerns about a child. The child minder ensures children's privacy and dignity is respected when changing nappies.

The child minder manages interactions positively. He acts as a positive role model, treating children with kindness and care. He praises children for their efforts and accomplishments to promote their confidence and self-esteem, *"You did it, well done!"* He encourages the children to say 'please' and 'thank you' and he praises them when they use manners *"Oh, well done!"* The child minder manages the children's behaviour well; encouraging the children to wait their turn and to be kind to their friends. Children are confident to approach him if they are unhappy. Some children seek extra comfort and support, and the child minder responds warmly to them, *"Would you like a cuddle?"*

The child minder supports children's learning in a positive way. He is knowledgeable about children's development and plans activities for the children. The child minder assesses children's progress frequently and monitors their learning and development. The child minder mainly provides a self-directed learning environment. Children follow their interests by choosing the resources they want to use and play with. He recognises the importance of wider community experiences and regularly ensures children experience life on a farm and caring for animals. For example, the child minder helped a child learn how to retrieve a toy from the dog by using the appropriate tone and words. The child followed the instructions and was delighted when they got their toy back successfully from the dog. The child minder extends children's learning and ensures he engages with them appropriately during their play activities. He is clearly aware of their routines and habits and recognises when they are tired or hungry, needing to move onto a new activity or needing comfort. For example, when one child became tired, he picked him up and gave him a cuddle.

Environment

Good

The child minder uses appropriate systems to ensure the environment is safe and secure. Safety gates are in place and the child minder ensures that all entrances and exits are locked whilst the children are present. The child minder identifies some risks to children and eliminates them as far as possible. For example, he removed a chair away from a window to prevent a child from climbing on to the sill. The child minder has ensured his gas safety certificate is up to date.

The child minder ensures the premises are warm, welcoming and child friendly. He maintains the environment sufficiently with satisfactory heating and ventilation. The main play area is light, clutter free and gives children space and freedom to move around. The child minder understands the importance of outdoor play to promote children's development as he discussed a range of outdoor activities he undertakes to promote physical play. The large outdoor area offers a range of play opportunities including a variety of sports and ball games and a playhouse. The child minder ensures the outdoor area is safe and secure and children have access to the outdoors despite the weather. The child minder ensures children can independently access resources by providing low-level storage, furniture and equipment. This supports their development and self-directed learning. If there are any resources which are kept out of reach, the children can request them, or the child minder pulls them out in order for the children to see what is on offer.

The child minder ensures children have access to a good range of resources that are of good quality and are age appropriate. They are varied to keep children's interests and are sufficient in quantity to give children a choice. For example, there is a range of craft resources, jigsaws, a kitchen with cooking utensils and accessories, cars and other vehicles, books, board games and small world resources. The child minder sits with the children for snacks and meals and to participate in some activities; encouraging them to socialise and engage with one another.

Leadership and Management

Good

The child minder has a good understanding of his responsibilities as a provider. He is committed to providing a good service and has met all the previous recommendations from his previous inspection. The child minder has a number of policies and procedures, however some of these require reviewing and updating. The child minder updated the Behaviour Management and Safeguarding Policy during the course of inspection. He has a clear Statement of Purpose that accurately reflects his child minding service. He has ensured that the relevant Disclosure and Barring Service (DBS) checks are in place and has valid public liability insurance. The child minder completes fire drills and maintains the appropriate, detailed records. He has basic risk assessments, however these need to be developed further to include all aspects of the setting. The child minder has ensured he has first aid training and completes other training to support him in his role.

The child minder has written a suitable quality of care report. He seeks the views of parents and carers as well as the children. The feedback he has received is positive. The child minder considers further training opportunities in his review, to support him in his role. He is committed to improving his service to achieve the best outcomes for children.

The child minder has appropriate contracts in place for the children in his care and he provides a reliable service. He maintains the relevant permissions from parents and ensures he regularly reviews the information he holds to safeguard the children in his setting and provide high quality care.

The child minder recognises the importance of working in partnership with parents. For example, he provides parents and carers with the relevant information to make choices about the care of their child. He keeps parents informed about all aspects of his child minding service and provides daily feedback on the children's time with him verbally and through messages. The child minder understands the importance of working in partnership to ensure children experience all the support required to meet their individual needs.

Recommendations to meet with the National Minimum Standards

R1. Review and update policies and procedures regularly.

R2. Develop risk assessments further.

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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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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