

# Elysha Tagg Childminding Service

## Child Minding

Troon

**Type of inspection:**  
Unannounced

**Completed on:**  
2 July 2025

**Service provided by:**  
Elysha Tagg

**Service provider number:**  
SP2012983301

**Service no:**  
CS2012306683

## About the service

Elysha Tagg provides a childminding service from her property in Barassie, South Ayrshire. The childminder is registered to provide a care service for a maximum of six children under the age of 12. Numbers are inclusive of the childminder's family. The service is close to local amenities, school and park. The children are cared for in the childminder's living room, kitchen and have access to the family bathroom.

## About the inspection

This was an unannounced inspection which took place on 30 June and 2 July 2025 between 10:30 and 15:00. We gave feedback to the service virtually on 2 July 2025. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Observed and spoke with children using the service.
- Sent out a family questionnaire and received three responses.
- Spoke with the childminder.
- Observed practice and daily life.
- Reviewed documents.

## Key messages

- Children experienced warm, nurturing care from a childminder who knew them well and responded with kindness and attentiveness.
- Children engaged in fun, age-appropriate play that supported their learning and development.
- The setting was clean, welcoming, and well-organised, creating a calm and homely environment.
- The childminder demonstrated warmth, compassion, and a strong commitment to the children in her care.
- The childminder showed capacity to further develop her service through involvement in the 'Time off the Floor' initiative from Scottish Childminding Association.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

### Quality Indicator 1.1: Nurturing Care and Support

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children experienced warm, nurturing care from a childminder who knew them well and responded with kindness and attentiveness. Positive relationships were evident, including with children attending on a short-term basis. To support consistent care during holidays or absences, the childminder was encouraged to put clear plans in place when another childminder helps. This should include an agreement with parents and the other childminder.

Individual routines, such as sleep preferences, were respected, and the childminder worked in partnership with families to support consistency. Personal care was delivered with dignity and respect. Appropriate use of PPE was observed, and hygiene practices were mostly effective. A reminder was given to support children in handwashing after nappy changes.

Mealtimes included fresh water and a variety of foods. While children's dietary needs were understood, the experience could have been more inclusive and sociable. For example, one child sat on the floor during lunch, which limited their opportunity to engage with others. The childminder was open to reviewing this and was signposted to relevant guidance.

Personal plans were in place and reviewed within required timescales. However, they lacked meaningful links to children's developmental stages and interests. The childminder was encouraged to enhance observations and planning to better reflect individual progress and wellbeing.

Parents expressed high levels of trust and satisfaction. They described the service as "a home away from home" and praised the childminder's nurturing approach and communication. One parent shared, "Elysha is always on hand with tips and advice."

The childminder understood her responsibilities in safeguarding and was confident in how to respond to concerns. While not currently working with other agencies, she demonstrated awareness of how to engage with them if needed.

Daily communication with families was strong, though not routinely recorded. Feedback from parents highlighted their appreciation for regular updates, photos, and questionnaires.

### Quality Indicator 1.3: Play and Learning

Children experienced fun and engaging play opportunities that supported their learning and development. They were happy and confident in their play, with access to a range of age-appropriate resources. The childminder provided both spontaneous and planned activities, and her nurturing approach helped children feel safe and involved.

Children enjoyed imaginative play, such as using a pirate ship and treasure basket. While some play was occasionally interrupted, the childminder responded supportively. Opportunities to extend learning, such as counting during games, were identified as areas for further development. Enhancing loose parts play could enrich creativity and inquiry.

The childminder supported early language, literacy, and numeracy through songs, stories, and conversations at the children's level. Parents shared that their children had made strong progress, with one stating, "I believe her time with Elysha has played a key part in this." Continued development in this area was encouraged, particularly through the use of open-ended resources (**see area for improvement 1**).

Children's interests were recognised and supported. For example, cars and garages were brought out to match children's preferences. Parents appreciated the thoughtful planning of age-appropriate activities.

The childminder made good use of the local community to enrich learning. Children regularly visited parks, libraries, museums, and toddler groups, supporting their social development. Public transport was used effectively, and permission forms were being updated to reflect current arrangements.

Interactions were kind and nurturing. The childminder was attuned to children's body language, though there was scope to enhance learning through more open-ended questioning. The use of background television was discussed as a potential distraction.

Observations of children's progress were recorded, and parents were involved in identifying next steps. To strengthen planning, the childminder was encouraged to include clearer evaluations and promote independence through activities such as self-serving at meals and extending play themes.

### Areas for improvement

1. To support children's creativity, curiosity, and inquiry, the childminder should enhance the range and quality of open-ended resources available within the setting. This should include, but is not limited to, materials that encourage imaginative play, problem-solving, and exploration across different areas of learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.' (HSCS 1.30); and

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

### How good is our setting?

**4 - Good**

#### Quality Indicator 2.2: Children Experience High Quality Facilities

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children experienced care in a warm, welcoming, and well-organised setting. The childminder's home was clean, tidy, and homely, creating a calm and nurturing atmosphere. Parents described the environment as "always clean and welcoming" and praised the childminder for providing a "safe, fun, nurturing" space.

Indoor areas, including the living room, kitchen, and bathroom, were used effectively to support children's needs. Children had regular access to local outdoor play spaces and community outings, which supported their social development. One garden fence panel in the childminder's own back garden required replacement to ensure the outdoor area remained secure, the childminder was not using this area until the fence was replaced. The childminder was also reminded to monitor background noise from the television to maintain a calm environment.

Resources were age-appropriate and supported children's interests. However, there was scope to enhance the range of materials to promote curiosity, creativity, and inquiry. Opportunities for risky play could also be expanded to offer greater challenge and stimulation.

Risk assessments were in place and supported safe practice. The childminder was encouraged to ensure these reflected her current service, including dynamic assessments during outings. Children benefited from regular trips to parks, libraries, and soft play centres, which enriched their experiences and supported community engagement.

Infection prevention and control measures were considered. The childminder was reminded to prioritise handwashing over the use of hand gel and to avoid using gloves as a substitute for proper hygiene practices.

Children's personal information was securely stored. Each child had an individual folder, and electronic devices used for managing information were password protected. To strengthen this further, the childminder was encouraged to consider more robust storage solutions for paper records.

## How good is our leadership?

## 3 - Adequate

### Quality Indicator 3.1: Quality Assurance and Improvement Are Led Well

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

The childminder had begun to develop quality assurance and improvement processes. Positively, she recognised the need for further development and had enrolled in the Scottish Childminders Association Time on the Floor programme to support this. This demonstrated a willingness to improve and build capacity for change and improvement.

At the time of inspection, the service's vision and values were based on a generic template. There was an opportunity to personalise these by involving children and families in shaping shared aims that reflected the unique character of the service.

While families were not yet meaningfully involved in service development, strong relationships and regular communication were evident. Parents spoke highly of the childminder's commitment and creativity, particularly around celebrations and special occasions. One parent shared, "Elysha always goes above and beyond... it makes me feel so grateful my child has another positive caregiver in her life."

Self-evaluation was not yet embedded in daily practice. Although an improvement plan had been created, it lacked regular reflection and evaluation. The childminder was encouraged to take ownership of improvement by identifying areas for development independently, rather than relying on external input (**see area for improvement 1**).

No notifications had been submitted regarding the temporary closure of the back garden, which should have been notified to the Care Inspectorate. There were no complaints or incidents requiring investigation.

To strengthen leadership, the childminder was encouraged to:

- Develop a clear, shared vision with input from children and families.
- Embed self-evaluation into daily practice.
- Set realistic, measurable improvement targets.
- Ensure all required notifications are submitted in a timely manner.

With continued commitment and support, the childminder was well-placed to build on current strengths and lead meaningful improvements in her service.

### Areas for improvement

1. To support continuous improvement and ensure high-quality outcomes for children, the provider should develop and embed effective systems for monitoring and supervision of the service. This should include regular self-evaluation and reflective practice to identify strengths and areas for development.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19); and

'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

## How good is our staff team?

**4 - Good**

### Quality Indicator 4.1: Staff Skills, Knowledge and Values

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder demonstrated warmth, compassion, and a genuine commitment to the children in her care. She built strong, trusting relationships with families, and parents spoke very positively about her role. One parent shared, "I couldn't ask for a better childminder to help raise my daughter," while another said, "I feel like my child is safe and I trust Elysha."

Interactions were kind and responsive, and the childminder showed a clear desire to support children's wellbeing. She had identified areas for improvement and had proactively enrolled in the Time on the Floor training programme to strengthen her practice.

The childminder held a childcare HNC qualification and had accessed some training. However, a more focused training plan was needed to ensure learning aligned with the needs of the children. For example, safeguarding training would be more appropriate than specialist topics unless directly relevant.

Reflective practice had been discussed, and the childminder was beginning to explore how self-evaluation could support continuous improvement. A clear improvement plan was not yet in place, but the childminder showed motivation to develop this further.

With her caring approach and commitment to development, the childminder was well-placed to continue providing high-quality care.

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

The childminder must ensure that she keeps a record of the information she is required to maintain for each child using the service.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Registration) Regulations 2011/28, Records, notifications and returns Regulation 4.

**This requirement was made on 12 April 2017.**

#### Action taken on previous requirement

Each child had a personal information folder in place. These should now be more reflective of each individual child.

**Met - within timescales**



## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

The childminder should update her medication records to ensure that they reflect current good practice in relation to the safe administration of medication.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 3 - Health and Wellbeing.

**This area for improvement was made on 12 April 2017.**

#### Action taken since then

Action taken, and paperwork in place.

#### Previous area for improvement 2

The childminder should update the written information issued to parents.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 1 - Being Welcomed and Valued.

**This area for improvement was made on 12 April 2017.**

#### Action taken since then

Paperwork for parents had been updated since the previous inspection.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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