



Inspection Report

Leanne Clulee

Swansea



Date Inspection Completed

20/02/2024

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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	This is a post registration inspection
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.

<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 enjoy their time at the child minder's home They feel very safe, happy, and valued. They play freely, are extremely contented, and happily communicate their needs. Children confidently choose toys and activities which interest them from the selection available. They have very positive and affectionate bonds of attachment with the child minder and each other. Children are well supported and encouraged in developing their independence.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. The child minder manages children's behaviours successfully. She engages successfully with children, whilst promoting their learning and self-esteem.

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises is welcoming, homely and well organised. The child minder provides a range of engaging resources, which extend children's play and development.

The setting is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. The child minder conducts a purposeful quality-of-care review which drives improvement at the setting. She has a strong culture of continuous professional development and looks for ways to improve her practice.

Well-being**Good**

Children are very happy, settled and thoroughly enjoy their time at this setting. They have a strong voice and feel comfortable to express themselves. They are confident communicators, chatting and interacting constantly with each other and the child minder. As a result, their wants, moods, and needs are fully considered. They have opportunities to make choices and decisions about what may affect them. For example, they are frequently asked about the order of their day and decide to visit the park after they have lunch. Children request to play with musical instruments and their choice is actioned.

Children engage positively with the child minder, receiving nurturing and appropriate responses. Children feel safe, happy, and valued. They are very settled, relaxed and feel quite at home. Children display comfortable emotional bonds with the child minder and are completely at ease with her. Children know the routines well, for instance, getting ready to visit the park, walking sensibly alongside the child minder and listening carefully to her instructions.

Interactions between children and the child minder are consistently good. Children cooperate well and are actively engaged and interested in their play and the routines of the day. Children are treated with respect as their views are taken into account. For example, they are asked if they are ready to leave the play equipment area of the park to visit the lake area. Children's opinions and requests are listened to and acknowledged. Interactions between the children are positive and they enjoy playing together. They are learning to share and take turns and are supported in this process.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, one child showed enjoyment and sustained interest when playing with musical instruments which was supported and extended by the child minder. Children have freedom to safely explore their indoor environment. They have good opportunities to initiate their own play and to influence their activities. Children freely choose toys from the resources available, and they can choose when to relax and have quiet times.

Children are well supported and encouraged in developing their independence. They are self-sufficient within the setting. For example, children independently or with some support visit the bathroom and competently wash their hands. Children are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages their independence and also raises their self-esteem.

Care and Development

Good

The child minder has a range of useful policies, which promote children's safety and wellbeing. Her safeguarding training is up to date, and she has procedures in place to safeguard children, appropriately answering child protection scenarios. The child minder promotes children's health successfully. She holds current first aid and food hygiene certificates. There are organised systems in place to record accidents, incidents and medication administration. The child minder has effective systems in place to manage allergies, requesting this information when a child starts at the setting. Effective hygiene practices are in place, the child minder follows regular cleaning routines and nappy changing procedures. Safe working practices were observed when walking children to and from the park.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She has an appropriate behaviour management policy in place which details a positive strategy in relation to behaviour. Within the policy she identifies house rules which are shared with the children, for example, '*we must use kind words*'. She follows the policy and uses the management strategies consistently, praising children for their achievements. We heard her encourage and positively respond to children throughout our visit. For example, we heard the child minder say, "*Brilliant! You've got it, well done*". This is a real strength of the child minder. We saw the child minder encourage children to share with each other, calmly reminding them to take turns. The child minder takes time to fully explain to children, in a way they understand, when they ask questions. She engages successfully with children, whilst promoting their learning and self-esteem. For example, whilst children interact with play equipment at the park, she consistently encourages them and praises their efforts and achievements. The children have fun with the child minder. They laugh and giggle as she pushes them on a swing. She models the language associated with good manners and always acts as a good role model.

The child minder is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. The child minder keeps purposeful developmental records and has a good understanding of how these inform her next steps and areas to focus on. She involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, when playing with musical instruments, the child minder joins in and introduces songs and rhymes to accompany the music. Playing along with the child in this manner resulted in sustained engagement with the activity and the child clearly enjoyed their play. The child minder frequently uses incidental Welsh.

Environment

Good

The child minder ensures the environment is safe, clean, and very well maintained indoors and outdoors. The child minder keeps a record of the visitors to the premises. The outdoor area is safe and secure, and the front door is locked once the children have arrived. She practises regular fire drills, so children are familiar with this routine. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are a range of risk assessments in place to support safety. Following our visit and in line with the indoor risk assessment, the child minder has reintroduced a stair gate at the top of the stairs.

The premises is welcoming, well organised, and homely. Children have ample space to play indoors and the improvements to the garden area has impacted positively on the children using the service. Outside resources such as chalk boards, a mud kitchen and wormery encourage and support children in their play and learning. Children can move freely and independently between the indoor and outdoor spaces. The outdoor space is safe, well maintained and organised. Toys and resources have a prominent position within the setting and as such children can easily access items which they would like to play with or are of interest to them. Children access an upstairs bathroom, which is clean, well maintained and child friendly, independently or with some assistance.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The layout and design of the general environment promotes children's independence well. The child minder makes sure children have access to a range of equipment that suit their age and stage of development. She introduces toys which spark exploration and encourage imaginative play in line with the curiosity approach. Older children who access the provision after school have opportunities to engage with crafting activities and other age-appropriate resources. Diversity is positively promoted through representative resources and engaging with varied celebrations such as Diwali.

Leadership and Management

Good

The child minder runs her setting well. She is very organised and keeps all the required records to a good standard. She is registered with a professional association for childcare and early years. A statement of purpose is in place which is detailed and provides parents with an accurate reflection of the service provided. The child minder has a range of accessible and beneficial policies in place. However, these do not have evidence of review dates. She is suitably qualified and has a clear vision for the future running of her setting. She has a strong culture of continuous professional development. For example, she has undertaken training on Welsh language development and supporting children's wellbeing. Updating her practice in this way and a commitment to continuous development positively benefits the children in her care.

The child minder reviews and reflects upon her setting and produces a purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The report looks at what works well and clearly targets areas for improvement. The child minder engages positively with Care Inspectorate Wales (CIW), and consistently acts swiftly on recommendations in relation to her service.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal handovers and private messaging. People who use the setting are positive about the level of handover information given and state that communication is very good. The child minder makes very good use of the local area such as visiting local parks and amenities and meeting with other professional child minders in the area.

Some people who use the service have spoken to us following our visit. Feedback received is very positive. They tell us, "*She's amazing, she looks at each child individually*" and "*(She is) really mothering, understanding and so patient. (I) feel so happy knowing that he is there.*" The child minder's flexibility in relation to family's needs are highlighted as a strength.

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 24 - Safety	Ensure stair gate is in place in line with the indoor risk assessment.

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)
Improve written policies to include evidence of review dates.

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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