



Inspection Report

Leanne Bartley

Flint



Date Inspection Completed

11/11/2021

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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	First inspection since registration 22/09/2020
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<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 are happy because they are respected and busy with a range of activities. They are able to make choices and decisions and their interests are valued. Children feel safe, are learning to be independent and interact well.

The child minder cares for children well and prioritises their safety. She manages children's behaviour kindly and fairly. The child minder is experienced and provides interesting activities, especially outdoors, to help children develop.

The environment is safe and set out with plenty of activities and areas of play and learning to develop children's skills. The indoor and outdoor spaces are suitable for children. There are plenty of toys and games, which are in good condition, and assist with children's development.

The child minder has made good progress establishing her service. She is experienced, and her commitment to make improvements benefit children and their families. The child minder has formed successful and strong partnerships with parents, which helps children feel settled and their families supported.

Well-being**Good**

Children have a voice and are able to influence their care. They make suitable choices and their interests are valued. Children help themselves and choose activities both outside and inside. Children help themselves and play with a toy buggy, wind chimes and helped themselves to paints and brushes. Children are listened to and when a child suggested feeding the goats, all children went happily to feed them with left-over food from their snacks.

Children form strong bonds with the child minder and assistant who provide kind and gentle care. They happily approach the child minder for cuddles and chats. Parents told us their children have settled very well and they greatly enjoy attending the service and some are sad to leave. Children are content, and have formed relationships with the child minder. We observed children giving her hugs as they were leaving.

Children interact well with the child minder and other children. They share resources such as picture spoons during singing time. Children take turns with support from the child minder and assistant, appropriate to their stages of development. Children are encouraged to be kind and we observed them giving 'high fives' to each other and giggling.

Children are interested and engaged in their play. They enjoy activities such as playing with the mud kitchen, painting pumpkins and experiencing what autumn leaves do in water. Parents told us their children enjoy playing outside and seeing the animals. Children concentrate for lengthening periods, for example when playing with a musical toy.

Children have opportunities to do things for themselves such as eating using a spoon or fork. They choose toys and activities, and put them away after use. Parents told us children try new things and are happy with the activities provided.

Care and Development

Good

The child minder keeps children safe and healthy. She implements policies and procedures effectively and has reviewed the service and care in line with guidance related to the Covid-19 pandemic. The child minder is able to talk confidently about safeguarding and the correct procedures to follow should she be concerned about a child. She has completed advanced training in relation to safeguarding and has all necessary contact details to hand. The child minder and assistant have up-to-date training in first aid and food hygiene so minor accidents can be dealt with, and food prepared safely. She provides opportunities for children to participate in regular periods of exercise outdoors. The child minder provides healthy meals and snacks and parents told us they are happy with the food provided at the service. They told us the child minder provides a good range of activities to keep children healthy and active.

The child minder is very engaged in her interactions with children and supports them to manage their behaviour and boost children's self-esteem. She gives them lots of praise, for example, for being kind. The child minder is a good role model as she interacts and talks with the children. She speaks kindly and gently with the children and makes sociable times for the children including meal times. The child minder deals with inappropriate behaviour well and uses distraction and explanation. She uses happy or sad face paddles to help children understand their actions. Parents told us the child minder shows children respect and is very fair with them.

The child minder knows the children's skills and preferences well and is aware of the Foundation Phase curriculum. We discussed the use of Welsh and labelling items. The child minder knows the children's strengths, needs and likes, and ensures that she meets their needs. Planning is in place, which considers the next steps for individual children's development. The child minder promotes curiosity through activities and resources provided, such as wind chimes, dog jacket, pottery owl and reindeer decoration. It was a delight to observe children exploring and examining these articles. The child minder also skilfully makes use of spontaneous learning opportunities such as seeing a ladybird and letting children see it and discussing where to put it. It was pleasing to see a photo of a child holding a chicken. Parents told us their children are thriving and have developed well since being cared for by the child minder.

Environment

Good

The environment is secure, clean and well maintained, which provides a safe and comfortable place for children to relax and learn. The child minder has identified risks and taken steps to minimise or eliminate them. For example, safety gates are used to keep children out of the kitchen and a fireguard is used in the lounge. Children know how to evacuate the premises safely because regular fire drills are completed.

The child minder is developing a good environment to enhance children's experiences. She uses a variety of indoor areas, including the main house (downstairs) and a cabin outside. In the playroom, interesting toys are stored at child height enabling them to help themselves. The outdoor area, which includes an artificial grassed area with a mud kitchen, is suitable for children and they enjoy playing in this area, which is partially covered. There are goats and pigs in pens nearby and free range chickens are also visible. The child minder uses the various areas to keep children interested and well occupied. There is a nappy changing area and toilets for older children and space for children to keep their slippers, wellingtons and coats. Children's creations and art work are on display giving them a sense of belonging.

The resources, toys and books are suitable, including toys for toddlers. The child minder provides appropriate furniture, including small chairs and tables. The resources, which are suited to the age of the children, are in good, clean condition. For example, building blocks, musical items and toddler toys. The child minder recycles and re purposes items such as food waste, plastic bottles and old pots and pans. Natural items are used including twigs, leaves, many wooden toys and there is a bug hotel for children to examine. There were some multicultural items and some celebrations of other religions.

Leadership and Management

Good

The child minder is experienced and has knowledge about current childcare practices and this is set out in the Statement of Purpose. She meets the needs of children and their families. Policies and procedures are updated and this ensures the child minder is familiar with current processes. Parents told us the child minder is approachable and her service is valuable for working parents.

The child minder makes improvements and is reminded that a written Annual Review of the Quality of Care will be required a year after operating. This will take into account the views of parents and children and this process has already begun. A parent told us the child minder listens to them and they happily speak to her about any child care matters. Future plans include accessing courses relating to providing activities to increase children's curiosity and wonder.

The child minder manages the service well and gives children and parents time. She employs a skilful and capable assistant who enables the child minder to give children the attention they need. Mandatory training and DBS checks are current and additional courses on advanced safeguarding have also been completed. This ensures the child minder has up to date information on how to provide good care for children.

The child minder uses outside agencies to access courses and advice when necessary. She arranges outings to local parks and the zoo to enhance children's experiences. The child minder has effective communications with parents, which reflects how important she considers partnership to be. She phones or texts with photos to keep them informed during the day and sends a weekly report to parents for the younger children. Relationships with parents are positive and contribute to the well-being of children and we observed a good exchange of information when parents collected their children. Parents told us they receive regular information about their child's day including photos of the activities they have enjoyed. They said they are happy and grateful the child minder goes beyond their expectations.

Recommendations to meet with the National Minimum Standards

R1 – that Welsh labelling is used. This would help older children to remember Welsh words and encourage adults to use Welsh with children.

R2 – to extend multi cultural issues with very young children.

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	N/A

	this inspection	
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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.

Date Published 03/12/2021