



Inspection Report

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Neath



Date Inspection Completed

06/08/2024

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About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	6 August 2018
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 are very happy and confident. They are settled and have a strong voice. Children have established good relationships with one another and the child minder. They follow their own interests and are independent.

The child minder implements her policies and procedures well. Children are safe, secure, and healthy. The child minder is calm, caring and knows the children very well. She supports children's needs successfully.

The child minder's home is a safe place for children. She provides children with a variety of resources and equipment. Children access the playroom, lounge and kitchen diner which leads onto an enclosed rear garden.

The child minder runs her service well, she is very organised and experienced. The child minder understands her responsibility to comply with the national minimum standards and regulations. There are very strong partnerships in place.

Children have a strong voice. They freely make choices and decisions about the activities and resources they want to play with. Moving with ease around the home, when choosing where and what they play with. They confidently ask, “*Can I do colouring?*” with their wishes met. Children positively interact with us, Care Inspectorate Wales (CIW) by talking about their favourite activities. Children choose from strawberries, grapes and melon at snack time, with children commenting “*this is delicious*” when trying melon. They confidently ask and receive more crackers, breadsticks and toast.

Children are very happy and settled. They know the routine well. They have positive relationships with each other, as many have attended together for some time. Children excitedly wait for their other friends to attend. They receive support and reassurance, if needed. Children are given space, taking their time and join in, when they are ready. We saw children freely sing songs, with the child minder asking if they would like the radio on. Children told us (CIW) “*I feel happy here, I like it.*”

Children express enthusiasm and enjoyment. They smile, laugh, and interact well with each other and the child minder. We saw them confidently engage with dancing and action songs. Children cooperate, share and use their imaginations well. For example, when creating make up bags and paper games. Children confidently discuss the Olympics, talking about the medals won by Great Britain and if they have ever ridden a horse, whilst watching the show jumping. They successfully explore the environment and engage in a range of play opportunities.

Children are interested in their play. They follow their own interest and engage in activities of their choice. For example, mark making, den building and reading. Older children support younger children in their development, prompting and encouraging them to sing the ‘a,b,c’ song and when engaging with arts and craft materials. Children ask one another questions, such as “*What do you want to be when you grow up?*” with comments, such as “*I want to be a nurse*” and “*I want to be a dog trainer*”. Children access a range of opportunities at the child minders home and in the local area, which promote their all-round development.

Children have strong independence skills. They follow instructions and listen very well. Children freely access their drinks from the kitchen and the bathroom, independently washing their hands. Children take responsibility for their own belongings. For example, putting their pictures safely in their bag to take home with them. Children help to serve plates at snack time and tidy up.

Care and Development

Good

The child minder implements her policies and procedures to promote safety for children. She holds current certificates in child protection, first aid and food hygiene. She is aware of her responsibility to safeguard children. The child minder confirmed she is due to undertake the higher-level child protection training soon. She ensures accident and medication records are complete and signed by parents. The child minder provides all meals for children, promoting healthy options. Drinks, including water, are readily available to the children. There are effective cleaning and hygiene practices in place. Children access the bathroom and regularly wash their hands and dry them using their named individual towels. The child minder ensures effective cleaning systems are in place. No nappy changing was viewed, due to the ages of the children attending. The child minder regularly checks on children playing in different rooms, positioning herself well to monitor and ensure children's safety.

The child minder understands her behaviour management policy and implements positive strategies successfully. She knows the children very well and engages with them effectively. The child minder reminds children about rules, taking time to fully explain to in a way they understand. For example, when using scissors and intricate crafts. She regularly offers encouragement and praise and reminds children to share when needed. We heard her say, *"well done"*, *"da iawn"* and *"oh gosh, I love it!"*. Children are confident to join in when talking about teamwork, commenting it *"makes the dream work"*. The child minder interacts with warmth and kindness, creating a very calm and nurturing environment. She asks children *"Can I have a squeeze; would you like one?"* with children and child minder having a cuddle together. Many children have attended the setting for some time and clearly feel at ease in the child minders home. The child minder promotes good manners and always acts as a good role model. She engages successfully with children, whilst promoting their play and learning.

The child minder is aware of children's individual development. Development records are in place for children who require them, with observations undertaken and recorded. Basic information about children's day is kept in the daily diary, with information shared with parents via messages and verbally at handover. The child minder provides a range of play and learning activities, supporting children's learning through play. She encourages counting, colour, and shape recognition through the activities provided. She offers support, asking children *"shall I help you"* when they are finding things difficult. Activities are mostly child led, with planned activities taking place, such as cake decorating and body art. The child minder encourages children to suggest what they would like to do and acts upon that. Some Welsh was heard being spoken by the child minder. The child minder confirmed they regularly visit local areas of interest and play groups. She often attends playgroups at school's children attend or are due to attend, to aid the transition process.

Environment

Good

The child minder ensures the environment is suitably safe, secure, and very well maintained. There is a secure front entrance, with a side gate and rear patio door for the use during the holidays. The child minder ensures all visitors sign in. There are some detailed written risk assessments in place for trips and visits. However, not all areas of the home, garden or activities are formally recorded on risk assessments. Following the inspection visit, new risk assessments for the home, kitchen and garden have been implemented, which include review and planned review dates. The child minder confirmed she undertakes daily visual checks, prior to play. Following the inspection visit, these are also noted in the child minder's daily diary. The child minder undertakes checks on her smoke alarms and regular fire drills are recorded in pencil. Following the inspection visit, the child minder now records these in ink. She ensures annual gas safety checks are in place. Cleaning routines reflect good hygiene. Safety gates are located at the bottom of the stairs, and into the kitchen/diner area. Children do not access the upstairs area of the home. All areas of the home are organised, well maintained, clean and tidy. Children have some supervised contact with the pet dog, he remains away from where children play much of the time. The child minder has a pet policy in place, with consent forms signed by parents.

Children have free-flow access within the ground floor of the house, which includes a playroom, lounge and kitchen diner area. There is a downstairs bathroom, which is easily accessible from the kitchen and children have direct access to a secure garden. There is ample space for children to engage in physical activities, and an outside play frame and goals are in place.

The play space is light and bright, with a variety of resources and equipment. Most of which are available for children to access independently, or stored close by, for the child minder to easily retrieve, at children's request. There is a variety of play and learning resources, which are developmentally appropriate and of suitable quality. For example, role play, games, relaxation areas, and mark making. There is suitable equipment for the ages of the children who access the service, for example, prams, highchairs and booster seats. The child minder confirmed she has a range of car seats which are suitable for children from birth to twelve years.

Leadership and Management

Good

The child minder is very experienced and runs her setting very well. She complies with nearly all the national minimum standards and regulations. Improvements have been made following her last inspection. She has taken prompt action to address any recommendations at this inspection. Regulatory information is very organised, and she ensures accurate records are in place. However, not all are maintained in ink. Following the inspection visit, records are now completed in ink. Registers with children's arrival and departure times are maintained. Following the inspection visit, she has confirmed she will record any household members present whilst minding.

Nearly all household members have up to date disclosure and barring service (DBS) checks and are subscribed to the update service. A new DBS for a household member has been applied for during this inspection, due to an issue with the update system. We sought assurances by viewing a current DBS for another role. Following the inspection visit, the child minder has updated her Statement of Purpose and uploaded via her online account.

Children have accurate and complete contracts, with consent forms. The child minder has systems in place to review policies. Although, these do not include dates of review. The child minder has up to date certificates such as public liability insurance, and car documents. The child minder is registered with the ICO (Information Commissioners Office).

The child minder reviews and evaluates her service, with a recent quality of care report produced. Within the review, she seeks the views of parents which are included. The child minder discusses improvements made and plans but does not reflect this within her self-evaluation. The child minder keeps up to date with mandatory training and regularly undertakes additional learning to develop her knowledge.

The child minder has strong links with the local schools and regularly attends local playgroups. She promotes positive partnerships with parents, keeping parents up to date, through private messages and verbal conversations at the start and end of the day. As part of the inspection, we have gained very positive feedback from parents and children, with comments such as *"My children have thrived with Charlotte!"* and *"My children love going and are treated like family. They absolutely love the food and all the activities provided."* Children say the best thing about the service is *"She gives the best hugs in the world"* and *"seeing me friends"*.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
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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)
	No NMS Recommendations were identified at this inspection

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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Date Published 04/09/2024