



## Inspection Report

**Sarah Hooke**

**Swansea**



**Date Inspection Completed**

26/04/2023

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	14 June 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Although this service does not provide an 'Active Offer' of the Welsh language there is a significant effort to promoting the use of the Welsh language and culture.

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<u><a href="#">Well-being</a></u>	<b>Excellent</b>
<u><a href="#">Care and Development</a></u>	<b>Excellent</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

For further information on ratings, please see the end of this report

## **Summary**

Children feel safe, happy, settled, and confident at the setting. They can express themselves and know that their wants, moods, and needs are considered. Children have developed strong bonds of affection and enjoy spending time with their friends. They participate fully in their play and learning and have good opportunities to develop their independence skills.

The childminder works consistently to ensure children are safe and healthy. She actively manages daily risks and follows strong hygiene practices. The childminder successfully promotes and implements positive behaviour management strategies. She has a clear understanding of the children's needs and development.

The childminder offers a secure, safe, and well-maintained environment. She undertakes regular safety checks and fire drills. The childminder organises a stimulating environment which supports children's independence and allows them to follow their own interests. She offers a wide range of toys, resources, and equipment suitable for the age ranges cared for.

The childminder is well organised and works positively to develop and improve her service. She has a range of policies in place and ensures that all information is kept up to date. The childminder keeps accurate records and is committed to her own professional development. She has developed good relationships with parents.

Children are very confident communicators as their wants, moods and needs are fully considered. They know that their verbal and non-verbal communication will be acted upon. Children move around the rooms confidently, exploring and following their interests. They have very good opportunities to make choices and decisions about what affects them. For example, during lunch time the children were able to choose which vegetables to have with their meal.

Children are delighted and express enthusiasm and enjoyment. Throughout their time at the setting, we saw children happy, smiling and laughing. Children confidently spoke with visitors and younger children babbled to the childminder throughout. Individual needs are met, and their routines are supported. For instance, when waking from a nap, the children were gently spoken to and supported until they were relaxed. They clearly have a strong sense of belonging, forming strong relationships and are very familiar with routines. Children are familiar with the routines of the service. For example, waiting by the door and waving bye when people leave and knowing when to go to the dining table for snack.

Interactions between children and the childminder are consistently stimulating. Children cooperate enthusiastically and feel inspired and motivated. For example, a younger child copied an older child while playing, the older child looked really proud and enthusiastically told the childminder about it. Children confidently interact with each other and included visitors in their play, showing an exceptional sense of confidence. There is lots of play between different age groups of children as well as children imitating each other. For example, younger children tried to join in and mimic what the older children were doing.

Children are highly motivated, animated, and fully engaged in their play and learning. We heard children mumbling to themselves as they played, and they concentrated for a good amount of time on their chosen activity. They eagerly enjoy interesting and stimulating opportunities indoors and can choose to relax and have quiet times. Children have considerable freedom to safely explore their indoor and outdoor environment. For instance, they move confidently between rooms and around the furniture and resources safely.

Children are self-motivated to initiate their own play and to influence their tasks and activities because there is a focus on child led activities. Children take part in activities resulting in a great feeling of achievement and high self-esteem. They are enthusiastic to show or talk about what they have been doing. For example, while playing with stickle bricks, one child talked extensively about what they were going to build, where it should be placed and how it related to his recent experiences. Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. For instance, they were encouraged to try and put their shoes on or access resources independently before being offered support.

## Care and Development

Excellent

The childminder understands and consistently implements policies which promotes healthy lifestyles, physical activities, personal safety, and well-being. She regularly reminds children about being safe with verbal reminders throughout the day. The childminder identifies and actively manages risks, through daily safety checks and ensuring that children only access appropriate spaces. For example, she closes the doors to the downstairs rooms while preparing food so that children still have space to roam but she is still able to see the children. She implements robust cleaning and good hygiene practices within the setting, for herself and with the children. She has a very strong understanding of her responsibilities to safeguard children and very confidently answered questions about the steps she would take in a child protection scenario.

The childminder fully understands the behaviour management policy and consistently implements positive behaviour management strategies. She acts as a very good role model at all times. For instance, while playing, the childminder modelled respectful play and good interactions. She reinforces good behaviour with regular positive reinforcement including *“good boy/girl”* and giving high fives. She genuinely listens and respects children’s views. For example, she is consistently responsive to the children’s needs, questions, and requests. The interactions are very positive, showing warmth and kindness.

The child minder is committed to providing an excellent range of play and learning activities. She offers toys and resources which allow children to develop a wide range of skills and learning. For example, resources which develop their curiosity, imagination, language, physical and creative abilities. While supporting children in their play, the childminder uses some open questions with the children and challenges them in their play. For instance, a child decided to make a rainbow but wasn’t happy with their effort. The childminder asked, *“that doesn’t look quite right, how can we fix it?”* Leading to a discussion about the different options available to them. The childminder is very aware of children’s individual development. She varies her language and questions depending on the age and stage of development. The childminder has a good understanding of children’s individual needs and takes appropriate steps if she believes a child may have additional needs. She plans well for the next steps and regularly reviews the children’s progress. The childminder keeps parents informed of children’s development through regular written messages and daily verbal feedback. She uses some basic Welsh as part of their service and is very aware of the importance of promoting the Welsh language. She supports children to become independent learners and develop their independence skills. For example, she supported younger children to eat independently by placing food on a spoon before encouraging them to pick it up and eat.

## Environment

Good

The childminder ensures that the environment is safe, secure, and well maintained indoors and outdoors. She has effective measures in place to ensure that she follows and implements her responsibilities in relation to the safety and welfare of children. The childminder completes effective and accurate general risk assessments, which are regularly reviewed and acted upon. However, there was no fire risk assessment, and the general risk assessment does not identify all risks. She organises regular cleaning routines that reflect her good hygiene practices and her good infection control practices minimise any risks to children's health and safety. The childminder carries out regular safety checks and fire drills, with documentation made available to inspect.

The childminder ensures that the environment has good indoor play space for children to move freely. She ensures the environment meets the needs of nearly all children and enables most of them to reach their full potential. For instance, resources are stored at low levels, in drawers, boxes or on open shelves which allow children to access them independently. The childminder ensures that any outdoor play space is used as often as possible, and we saw pictures of children using it for a wide range of activities. The childminder organises the environment well so that it provides a good range of play opportunities suitable for the age ranges cared for. The premises are welcoming, warm, and accessible to all.

The childminder ensures that children can access good quality and a broad variety of age-appropriate furniture, toys, and equipment. These are well maintained, checked, and cleaned regularly and stored appropriately. The childminder offers resources and toys which stimulate the children's interest and imagination, ensuring there is a good balance of resources made from both plastic and natural materials. She uses displays, books, and activities to promote the Welsh language throughout the environment. There is a good-sized outdoor play area which is well maintained and presents interesting opportunities for the children.

## Leadership and Management

Good

The childminder works positively to develop her setting. She has recently won an award from the local authority and has met all the recommendations from the last inspection. For example, she has secured the blind cords above the conservatory door. The childminder maintains and shares an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. She regularly reviews and updates her individualised policies and ensures that these are generally implemented in practice. The childminder keeps comprehensive records about the children including parental permissions, individual needs as well as accident, incidents and medicines which are shared with parents. Records are updated regularly to ensure she has the most up to date information.

The childminder actively implements self-evaluation. She seeks and implements the suggestions of children, their parents/carers. The childminder produces a clear, reflective report which allows her to plan for improvements. There are good processes in place when dealing with any issues within her service and she implements improvements when identified.

There is a strong culture of continuous professional development. The childminder has attended a range of training and ensures her core training is up to date. For example, she has completed and achieved a Level 3 Diploma for Children's Care, Play, Learning and Development. She has good systems in place to update training and DBS certificates when needed. The childminder is aware of her maximum number and ensures that she does not exceed her registered maximum numbers. She keeps accurate records of when children are attending the service.

The childminder ensures that all communication and engagement systems with parents are good. She keeps parents well informed about their children as well as about the service. For example, she shares a wide range of policies with parents. We received very positive feedback from parents and children. Children told us they love coming to the service and parents said that they feel their children have come on leaps and bounds since attending and the childminder is supportive. The childminder ensures that when there are concerns about children's progress or development there are procedures and protocols in place for sharing information. She responds positively to information and advice given to improve children's well-being and identified needs.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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)
	No NMS Recommendations were identified at this inspection

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)
Further develop the risk assessments to include more areas of the service.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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