



Inspection Report

Sharon Williams

Swansea



Date Inspection Completed

13/06/2023

About the service

| | |
|--|---|
| Type of care provided | Child Minder |
| Registered places | 6 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 01 August 2017 |
| Is this a Flying Start service? | No |
| Does this service provide the Welsh Language active offer? | The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture. |

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| | |
|--|------------------|
| <u>Well-being</u> | Excellent |
| <u>Care and Development</u> | Excellent |
| <u>Environment</u> | Excellent |
| <u>Leadership and Management</u> | Excellent |

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

Summary

Children thoroughly enjoy their time at the child minder's because they have a strong voice, and they are curious learners. They consistently make choices about what they do and how they spend their time at the setting whilst engaging in purposeful play-based activities. They form positive relationships with their friends and the child minder, they show enthusiasm, and they experience varied play and activities.

The child minder provides a warm and nurturing child-centred setting. She has an excellent understanding of children's individual needs and their development, and she plans effectively. The child minder has warm and caring relationships with the children. She promotes positive outcomes for children through her current knowledge and skills and her nurturing and caring attitude.

The environment is spacious, clean and secure. The play area is welcoming and friendly and provides a rich environment for play and learning. There is extensive space and facilities to meet the needs of the children and the child minder identifies any unnecessary risks to children and eliminates them as much as possible.

The child minder is very motivated and clearly enjoys her role. She maintains the required records and documentation and has excellent organisational skills. The child minder complies with all regulations and exceeds the national minimum standards. She has good partnerships with parents who speak very highly of her.

Children have a strong voice. They are confident making their own choices about what they want to do and where they want to play. Children's opinions and interests are highly valued and acted upon. They express themselves confidently and know they will be listened to. For example, they choose what toys to play with and then said when they were ready for snack time. Throughout the session children move freely around the setting and play with activities that interest them. For example, some children had a picnic whilst another child played in their den.

Children feel very safe and valued. They are relaxed and settled at the setting; knowing that the child minder respects their feelings and concerns. Children are very familiar with the routines and the environment. They know where to find the resources and confidently help themselves. For example, when children wanted some animals, they knew which box they were in.

Children thoroughly enjoy their time with the child minder. They have an excellent range of play activities and experiences. They have excellent opportunities to engage in self-directed play as well as directed activities. For example, children were engrossed in a gardening activity and enjoyed spending time with the child minder.

Children are extremely motivated, animated and engaged in their play and learning. For example, they responded enthusiastically when they were able to choose some 'real' food for their picnic. Children enjoy making dens, climbing trees and exploring the sand and water trays. They move independently between tasks to the different areas within the indoor and outdoor environment. Children take part in activities confidently and feel a sense of achievement. They are excited to talk about what they have been doing. Children had some quiet time after playing outside and enjoyed a story in the playroom and played with the under the sea themed resources in the tuff tray.

Children enjoy a wide variety of purposeful activities as well as the resources on offer, which are suitable for their age and stage of development. They have many free play opportunities as well as directed activities. Children have extensive opportunities to develop their independence skills; enabling them to do things for themselves successfully. For example, they wash their hands independently and put their shoes and socks on with support if needed. Children make excellent progress and are confident to try new activities.

Care and Development

Excellent

The child minder has a good understanding of her role and responsibilities in relation to safeguarding children. She fully understands and consistently implements her policies, promoting physical activities, personal safety and wellbeing. The child minder encourages healthy eating, although she does not implement the Welsh Government's Food and Nutrition Guidance for Childcare Settings. She carries out regular cleaning and follows good hygiene procedures; for example, she consistently reminds children about washing hands. The child minder has a thorough understanding of her responsibilities to protect children. She answers confidently about what to do if she had any child protection concerns. The child minder records children's actual attendance times and she is confident to deal with accidents and incidents.

The child minder is an effective role model, who interacts positively with the children and fosters strong relationships with them. Their interactions are consistently engaging, demonstrating warmth and kindness. She prompts "please" and "thank you" when appropriate and sits with them at mealtimes to support their social skills. The child minder consistently implements positive behaviour management strategies. She speaks softly to the children and uses positive reinforcement as well as stickers. She is calm and caring at all times and children follow her instructions well. Children are learning how to manage their behaviour; they play together happily and generally share the resources with each other. For example, when playing in the 'tuff' tray they shared the animals and blocks well. Where there were disputes, the children responded well when the child minder suggested alternatives. There was lots of laughter and chatter as children ran around the playroom enjoying their play.

The child minder ensures children are at the centre of their own learning and development; supporting their choices and allowing them endless opportunities to explore and experiment by following their own interests. She makes observations of children during activities to help them develop and keeps parents well informed of their progress. The child minder is committed to providing a wide range of interesting and stimulating play and learning activities. She effectively responds to children's interests and ideas, which ensures she successfully follows the children's lead. The child minder embeds the Welsh language extremely well in the setting. There are bilingual labels and posters in the playroom as well as a Welsh resource box filled with items pertaining to the Welsh language and culture. The child minder consistently uses Welsh throughout the session and is committed to developing her Welsh language skills through a training course.

Environment**Excellent**

The child minder operates effective procedures to keep the environment safe for children. She keeps the premises extremely clean and tidy. The child minder maintains a record of visitors to the property and has effective risk assessments in all areas used for child minding. Risk assessments are also detailed for activities and outings.

The child minder provides a very stimulating, spacious, and accessible area for children to enjoy their play by ensuring the premises are welcoming, well maintained and brightly decorated. There are lots of pictures of the children on the walls as well as displays of their artwork. The children have a strong sense of belonging and feel valued in the child minder's home. The playroom is a large room laid out with different play areas such as a play kitchen with food, and a home corner with a large bookshelf where children can access a wide range of books independently. Resources and equipment are stored in large baskets within storage units in the playroom which children can see and access them when they want to. They are all labelled bilingually and with pictures to allow children to see what is inside. Children also have access to the garden from the playroom where they can enjoy exploring a spacious environment. There is a large, grassed area and an additional patio area which provides space for children to use ride on toys.

The child minder provides an extensive range of excellent quality resources and equipment, including some authentic items. Children have access to a wide range of play opportunities including role play, craft and sensory experiences that are age and stage appropriate. There are child sized tables and chairs as well as larger comfortable sofas and furniture which provide a space for older children to rest on and sit at for their activities and mealtimes. There is an excellent selection of resources which include colouring, painting, messy play activities, vehicles, small world resources, games, jigsaws and books. Resources are plentiful and in excellent condition. The outdoor environment extends children's experiences further through sand and water play, playhouses, climbing equipment, a mud kitchen and a variety of equipment and resources stored in a larger playhouse. The outdoor area provides sun and shade, and children have opportunities to climb trees and explore safely. The child minder is knowledgeable about managing risks and supporting the children to make their own choices.

Leadership and Management

Excellent

The child minder creates a positive ethos where children feel valued and important. She manages her business effectively and strives to promote excellent outcomes for children. The statement of purpose is very comprehensive, clear, and informative and fully informs parents and carers of the service she provides. All of the required child records and documents are in place and the child minder ensures she completes them in detail. The child minder is registered with the Information Commissioners Office and her insurance and car documents are valid. She is very efficient, extremely well organised and places great importance on ensuring she runs an excellent service.

The child minder has a very effective system in place for reviewing her child-minding service. She actively evaluates her setting and puts an emphasis on seeking the views of the families who use her service. She values their feedback and is approachable and welcomes any ideas or suggestions to improve her practice. The child minder's quality of care report is excellent, it is well-written and takes into account the views of children as well as parents and carers. The review highlights her strengths and areas of improvement.

The child minder manages her business effectively and obtains the necessary checks. She ensures that all household members have Disclosure and Barring Service (DBS) checks. She fully understands her responsibility to inform CIW of any changes to household members. The child minder is confident seeking advice and support from external organisations with expertise in early years when the need arises.

The child minder has very positive partnerships with parents and schools in the area. She is committed to partnership working to promote the children's well-being. Feedback from parents is extremely positive and includes comments such as, "*My child thrives in Sharon's care....*" and "*I know my child is completely safe and well cared for when they are with Sharon.*" The child minder keeps comprehensive development records on all pre-school children and has successfully transitioned from the foundation phase to the new curriculum. Her systems for planning and completing observations ensures she is meeting the individual needs of the children in her care. She shares progress updates regularly with parents and she maintains learning journals and scrapbooks of the children that are meaningful, creative and special keepsakes.

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 this inspection | N/A |
|-----|--|-----|

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 12 - Food and drink | Implement the Welsh Government's Food and nutrition guidance for childcare settings. |

| 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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