



## Inspection Report

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**Newcastle Emlyn**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

25/01/2024

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## About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	Both
Previous Care Inspectorate Wales inspection	18 October 2017
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.

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

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

### **Summary**

Children have a good voice and communicate confidently with each other and with the child minder. They are happy and have developed strong relationships, enjoying what they do. Children participate in activities and choose their play, demonstrating good independence skills.

The child minder understands and implements policies and procedures to promote healthy lifestyles, safety, and personal well-being. She demonstrates warmth and kindness towards children and ensures they feel valued and safe.

The childminder has effective measures in place to ensure the safety and welfare of children. She provides an environment which is secure and well maintained. The childminder ensures a good range of quality resources are provided for all ages and stages of development.

The child minder's practice and policies are in line with regulations and National Minimum Standards. The child minder has formed close relationships with parents and strong partnerships with local schools through a reliable pick-up service.

**Well-being**

**Good**

Children are happy and confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and their opinions and interests are valued. For example, children indicate when they wish to leave the table following lunch or begin a new activity such as the portable play ice-cream maker and the child minder responds positively. Children enjoy the freedom to explore their play area and make decisions for themselves.

Children are relaxed and are comfortable in their environment. We saw children arriving and settling quickly into the daily routine, showing delight as they socialised with their peers. Children chat confidently about the contents of their lunch box and enjoy showing others what they have brought. They are relaxed with their familiar daily routine and show excitement as they know what is happening next. Children are content with visitors and are confident to sit nearby and share resources such as building blocks. They have a clear sense of belonging and chat about their day, responding enthusiastically about what they would like to do such as painting and sticking. Children happily express ideas for activities and play opportunities such as creating sounds with musical instruments.

Children's interactions with their peers and the child minder are consistently good. The bonds of affection between children and the child minder are very evident. Children enjoy cooperating with others and are engaged and interested as they participate in social activities. For example, whilst building towers with blocks, children observe each other, take turns, count aloud, and laugh excitedly, shouting "hooray" as they see each other's towers tumble to the floor.

Children are engaged and are active in their play. They express enthusiasm and enjoyment whilst learning and participating in a good range of stimulating play opportunities such as singing and counting. Children confidently initiate their own play as resources are easily accessible. For example, children explored storage boxes and confidently began to create and build using construction resources. They enjoy the space to lie on the floor and concentrate for extended periods of time.

Children have good opportunities to experience age-appropriate activities and a range of resources that promote their all-round development. For example, jigsaws, cars and a farmyard for older children and sensory resources and push along toys for younger children. During lunch, children enjoy sitting with the child minder at the table. They have good opportunities to develop their independence skills. Children are asked if they would like help and are encouraged to develop their own skills. Most children independently use the toilet, and wash and dry their hands without support. They also enjoy additional responsibilities such as wiping tables following snacks, and using a pan and brush to brush up any crumbs after eating.

## Care and Development

Good

The child minder understands and implements her policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She actively manages

risks and children receive consistent responses and reactions. The child minder's safeguarding training is up to date, and she has enrolled to attend a higher-level training course. She has a robust child protection policy in place and a clear understanding of safeguarding procedures. Other mandatory training such as paediatric first aid and food safety are also up to date. The child minder ensures that surfaces are regularly wiped down and that hygiene practices such as handwashing are followed before mealtimes and activities. As parents provide children's packed lunches, the child minder is enthusiastic as she talks about the children's healthy foods and drinks, *"what have you got today, ah you've got cherries, lovely."* The child minder knows the children well and is sensitive to their needs. We heard her asking children, *"may I wipe your nose please?"* Children feel safe as they receive support and we saw them happily seeking closeness during these tasks. The child minder's nappy changing practice is correct, promoting respect, privacy, and dignity. She uses every opportunity to remind children about hygiene practices and she regularly sanitises play resources after use. The child minder promotes good manners through her kind exchanges with children. Sleep arrangements are followed in line with the child minder's policy and parental wishes. We saw a safe sleeping area within the home environment. The child minder has carefully practiced routines for dealing with allergies, in line with procedures. She is knowledgeable regarding the safe administration of medication and offers support and reassurance to parents, always obtaining consent.

The child minder's interactions with children are warm and consistent. She offers continuous eye contact and positive body language, providing reassurance, kindness, and care. During a play activity with the ice-cream making trolley, interactions between the child minder and children were rich and engaging, *"Is your ice cream hot or cold?" "How much is your ice cream please?"* Children responded with, *"it's fifty pounds, no it's a hundred and five,"* with the child minder responding, *"Gosh that's expensive."* We saw how children comfortably sat on the child minder's lap or on her back during floor activities. The child minder demonstrates interest and respect during conversations and activities. *"That's delicious. Thank you."* She reminds children about turn taking and the need to give the younger children more time whilst participating in activities.

The child minder has a very good range of quality resources. She ensures children are provided with opportunities to play and learn through various activities which are diverse and age appropriate. We saw the child minder's planning records which reflect the range of experiences provided. However, whilst developmental records are in place, these have limited information and are currently being developed further.

## Environment

Good

The child minder has effective measures and policies in place, ensuring the safety and welfare of children in her care. The environment is safe, secure, and very well maintained, and the main entrance is always locked. The child minder records children's attendance,

assistants, and visitors in a daily diary. She has created an environment which is welcoming and homely with clear hygiene practices in place. The child minder has safety gates in place ensuring that children only have full access to the main playroom, whilst access to the hallway and nappy changing areas are only possible with the child minder. She records all fire drills and evacuation processes and ensures that all building and safety checks are complete and updated when required. The child minder's risk assessments cover a range of areas, including the outdoors, and these are reviewed and dated annually.

The child minder's environment is of a high standard, and indoor play areas offer a very good space for children to play and move freely. She ensures the indoor play space is purposefully arranged to maximise learning opportunities and experiences for children. The child minder stores all resources in large wall units which are safe and accessible for children. She has labelled all resources with images so children can be independent in their choices. We did not see the outdoor space being used on the day of our visit due to poor weather conditions. The child minder told us the outdoor resources include a larger climbing frame, bikes, and trikes to develop the children's physical skills.

Indoors, the child minder provides facilities which are of a high standard. For example, the child minder offers a range of play areas which include a play kitchen, a construction area, and opportunities for role play. She provides child sized tables and chairs so children can enjoy mealtimes and small world play on surfaces which are age appropriate. The child minder provides a sofa for children to relax, rest and enjoy story times and a carpeted area where children can be comfortable and relaxed during floor play. The child minder also offers opportunities for children to experience messy and creative play on a hard surface area. The child minder has an extensive range of age-appropriate resources and high-quality equipment such as transport resources, dolls, farmyard, books, train sets and jigsaws. We saw musical resources for younger children. The child minder arranges displays which follow themes in line with planning such as animals and hearts.

## **Leadership and Management**

**Good**

The child minder has a clear vision for the service with an up-to date statement of purpose which accurately reflects the service. She works collaboratively, alongside another registered child minder within the same environment and they both share the same vision, values, and ethos. The child minder's shared working arrangement ensures that children are supervised well and that ratios are always in line with requirements. She keeps a file of extensive and purposeful policies and procedures in line with the National Minimum

Standards. The child minder reviews these annually and shares any changes with parents and carers. She complies with regulations and consistently ensures that requirements are met, documenting these confidentially in organised files. She provides registered parents with starting booklets which include comprehensive information and relevant documentation. These form part of the children's files which are all correct and up to date with parental permissions and signatures in place. The child minder's records in relation to accidents, medication and vehicle documents are all correct and up to date.

The child minder completes an annual quality of care review and considers the views of parents and children in the process. We saw completed parent and children's questionnaires and evidence of how children's new ideas such as a bouncy castle and snack ideas are implemented. She is committed to introducing new ideas and actively plans for new ideas, visits, and future developments.

The child minder's mandatory training is up to date and includes first aid and food safety. She is committed to her personal professional development and recently completed an evening course on trauma. We saw valid certificates, documentation and policies which reflect the child minder's interest in protecting children and ensuring that they receive new and exciting experiences. The child minder employs one assistant whose staff file is correct and up to date. The child minder's assistant told us that she enjoys working at this setting and is well supported. All disclosure and barring scheme certificates are valid and correct.

The child minder has established long-term relationships with families. Her reliable pick-up service has also resulted in having strong partnerships with local schools. She communicates with all parents effectively using a social media platform. The child minder ensures that she safely shares updates, surveys, funding information, messages, and photographic evidence of daily experiences in this way. She told us of the range of visits that she organises to local places: the park, castle, and beach. The child minder explained that these visits enable children to have different learning experiences. The child minder is a member of an early years support and umbrella organisation and keeps up to date with all changes.



### 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)
Standard 7 - Opportunities for play and learning	Ensure that what children do is observed and recorded to help plan the next steps for the children's play, learning and development.

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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