



Inspection Report

Sarah Sharpe

Barry



Date Inspection Completed

13/08/2024

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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	8 August 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<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 thrive at this setting as they have a strong voice and excellent opportunities to make choices. They have very strong bonds of affection with the child minder and thoroughly enjoy their time at the setting. Interactions between children are exemplary. Children follow their own interests and are developing independence and co-operation skills exceptionally well.

The child minder has an excellent understanding of her role to keep children safe and healthy. She consistently promotes positive outcomes for all children through her knowledge, providing a highly nurturing and child-led setting. The child minder plans and assesses purposefully and effectively, and continually ensures that children's skills, interests, and curiosities are developed further.

The child minder ensures the environment is secure, clean, welcoming, and very well organised to support children's play and learning. She provides many exemplary areas of learning including use of a nearby allotment and the free flow outside area from the playroom. The child minder provides an excellent range of indoor and outdoor toys and real-life resources that promote children's all-round development.

The child minder shows a genuine passion and commitment to her role, responsibilities and the service she provides. She has an exceptional understanding of regulatory requirements and ensures that all mandatory training is completed regularly. The child minder maintains successful links with outside agencies and acts on advice given making improvements to her service. She has very positive partnerships with parents / carers who are extremely happy with the care their children receive.

Well-being

Excellent

Children are very confident communicators and have a strong voice at the setting. They have excellent opportunities to contribute their ideas when planning the activities on offer and what they want to learn. For example, as they arrive in the morning, they discuss what they want to do and where they want to go. Children know that their opinions and interests are highly valued and acted upon and as a result children confidently access resources from other areas to use in their play. They take books from the indoors to read in the outdoor reading den that the child minder provided following the children's request.

Children feel safe, happy, and valued. They are very settled and clearly have a strong sense of belonging and know the routines well. For example, upon arrival at the setting they self-register, placing their own wooden character in the playhouse. Through the day they use the feelings wall and mirrors to evaluate their emotions and communicate how they are feeling. As a result, they know their feelings are respected.

Interactions are excellent. Children cooperate and play happily together, showing an interest in each other's activities. They show great care and sensitivity towards each other, considering their friends' needs. For example, we saw an older child helping a younger with the rules of the game. Children greet each other fondly and show clear bonds of affection with the child minder.

Children are free to explore the indoor and outdoor environments and spend time on activities that interest them. They are self-motivated to initiate their own play using the resources available in their chosen area. For example, after lunch children organise their own card game outside, whilst the younger children sleep. Children are inquisitive and engaged in their own learning. For instance, older children use a dictionary to find Welsh words following discussions at story time. They value the opportunity for outdoor activities. Children told us they love going to the allotment. They grow their own fruit and vegetables and pick blackberries to use to paint their own artwork.

Children have exemplary opportunities to develop their independence. For example, children wash their hands naturally when needed throughout the day using the convenient sink near the back door. Older children access the upstairs toilet independently whilst younger children's toileting needs are used as opportunities to teach good hygiene whilst promoting independence. Children have further opportunities to develop life skills such as learning to cut and chop vegetables they've grown.

Care and Development

Excellent

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She has purposeful and thorough policies in place, which promote the children's safety and well-being. The child minder ensures robust infection control, regularly cleaning surfaces and ensuring she and the children practice thorough and regular handwashing. Nappy changing procedures are robust. She completes the Public Health Wales (PHW) infection control audit tool and seeks advice when required. The child minder has an excellent understanding of her safeguarding responsibilities. She records accidents and incidents as well as existing injuries ensuring that parents / carers sign the relevant records. The child minder has completed paediatric first aid training, enabling her to deal with minor accidents confidently. She promotes children's physical well-being successfully through regular outdoor play and learning either at the setting or the wider community. For example, she organises walks in the fields and beaches as well as visits to parks and play areas.

The child minder is extremely kind and nurturing towards the children. She has established excellent bonds with the children in her care and we saw her providing cuddles and affection when they seek reassurance. The child minder acts as an exemplary role model and consistently promotes good manners. She shows a genuine interest and kindness towards the children and uses mealtimes as an opportunity for children to develop their social skills. For example, they discuss their day and make decisions and plans. The child minder regularly offers praise, encouragement, and positive reinforcement to children for good behaviour and accomplishing their goals. She uses incidental Welsh throughout the day including praising the children using phrases such as "*da iawn*" and "*bendigedig*."

The child minder knows the children very well. She fully understands the children's preferences and is sensitive to the needs of each child. The child minder collects detailed information about the children before they start and communicates exceptionally well with parents / carers. This ensures she has exemplary regard for each child and their individual needs are fully met. The child minder assesses children's progress purposefully by observing them regularly to identify their strengths, abilities and skills. She uses this information purposefully to plan the next step in children's individual learning and development as well as the learning experiences she provides for children.

Environment**Excellent**

The child minder has comprehensive systems and procedures in place to ensure the environment is safe and secure. She keeps a record of visitors who access the setting using a video doorbell. The child minder completes general maintenance annually, such as the gas safety certificate. She follows consistent cleaning routines which results in an extremely clean, and well-maintained environment. The child minder ensures children are familiar with fire evacuation procedures by completing regular fire drills which are timed, dated, and evaluated. She prioritises assessing risks at the setting and specific activities to make sure children are safe. In doing so she considers the benefits of taking safe risks. This has a positive effect on children's development by enabling them to take risks and engage in new experiences. As a result, children's safety is always promoted.

The child minder provides care in a warm and welcoming home and ensures the suitability of the environment. She provides very good facilities for children to use the toilet and handwashing basins independently. The child minder promotes children's personal hygiene by providing them with individual towels to dry their hands. She ensures the environment is very well organised which enables children to move freely between the playroom and outside all weather area. Resources in the playroom are at a low level so that children can access and use them independently. The child minder promotes all weather activities in the outside area by providing interesting areas of learning. For example, children mix their own potions and mixtures, read books in the outside den, and use real resources such as shells in the sand. These areas provide opportunities for children to investigate and inquire as well as activities that have a significantly enhance their imagination. The child minder allows children to make choices about how they spend their time by ensuring different options are available for children. For instance, weather permitting, children can choose to sleep on mats outside, whilst older children can choose to use the dining table rather than the lower tables for activities such as craft, games or eating. She supervises access to the kitchen and dining area and ensures the safety of the children by closing doors between areas to restrict access.

The child minder provides suitable age-appropriate toys and resources, which are rotated to suit the ages and interests of the children present. She promotes children's personal and social development by developing their skills during role-play in the mud kitchen using 'real life objects'. The child minder also provides resources and opportunities for open discussions with children to develop their wider social skills. For example, children play with toys and characters who are different in appearance and have different abilities. She completes regular reviews of her environment to ensure that her resources meet the needs of the children. The child minder displays photos of the children annotated with their qualities as well as their artwork and 'wow' moments. She also displays their next steps in learning and information about the topics. This leads to an extremely strong sense of belonging in the children.

Leadership and Management**Excellent**

The child minder has a very strong vision for her setting. Her service is accurately reflected and communicated in her statement of purpose which is shared with parents. The child minder has robust policies and procedures in place. She is exceptionally committed and continually strives to deliver a quality service.

The self-evaluation process is exemplary. The child minder is very thorough in her review of the service and has fully considered the views of parents, carers and children in this process. She also works closely with a range of other professionals such as the local authority and childminding network groups and takes into account their advice and comments. The child minder also regularly reviews her own practice and ensures that there is a continuous process for reviewing the setting's strong aspects and those that need to be developed further.

The child minder ensures she maintains mandatory training. For example, safeguarding training and food safety and hygiene. She attends further training regularly and considers improvements carefully to benefit the children in her care. For example, she has completed the Welsh promise bronze award and has attended several courses to support children's personal and social development. The child minder makes excellent use of grants to develop her setting and meet the needs of the children that attend. She is registered with the Information Commissioner's Office and is a member of an umbrella organisation which is specifically for child minders.

The child minder has strong links with the community through regular visits to local children's groups and activities. The child minder has very strong partnerships with parents / carers and ensures regular communication with them. For example, she provides a newsletter at least three times a year and shares general information via a group web-based messaging service. Children's individual information is shared with their parents / carers at pickup and via private messages. Care Inspectorate Wales (CIW) received feedback from parents / carers which was overwhelmingly positive and complimentary about the setting. All were very happy with the way their children have settled with the child minder and the progress they are making. Many commented on how knowledgeable, supportive and committed the child minder is as well as the experiences and activities she offers.

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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