



## Inspection Report

**Sarah Bromham**

**Swansea**



**Date Inspection Completed**

06/03/2024

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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	28 March 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 feel very settled, happy, and comfortable at this setting. They play freely, are contented, and confidently communicate their needs. Children choose toys and activities which interest them from the selection available. They have positive and affectionate bonds of attachment with the child minder. They have opportunities to develop their independence and are supported and encouraged to do so.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She offers a range of free play opportunities and some planned activities for children to access independently or with support. The child minder manages children's behaviours successfully.

The child minder ensures the environment is safe, clean, and well maintained. The property is welcoming, homely and well organised. Suitable risk assessments and safety checks are in place. The child minder provides a range of engaging resources, which extend children's play and further their development.

The setting is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. The child minder conducts a purposeful quality-of-care review which drives improvement at the setting. She has a strong culture of continuous professional development and looks for ways to improve her practice.

**Well-being****Good**

Children are happy, settled and thoroughly enjoy their time at this setting. Children have a strong voice and feel comfortable to express themselves. They confidently chat and interact with us Care Inspectorate Wales (CIW) during our visit and are keen, for instance, to show us where the guinea pigs live. Children have opportunities to make choices and decisions. For example, they play freely and make choices about the toys and activities they play and engage with.

Children positively engage and chatter away to the child minder, receiving nurturing and appropriate responses. Children feel safe, happy, and valued. They are very settled, relaxed and feel quite at home. Children display positive emotional bonds with the child minder and are completely at ease with her. They confidently seek reassurance and comfort from the child minder. Children know the routines well. For example, children helpfully tidy away resources when they have decided that they have finished playing with an activity. Children are active and express enjoyment in their play and activities.

Interactions between children and the child minder are consistently good. Children cooperate well and are actively engaged and interested in their play and the routines of the day. Children are treated with respect as their views are taken into account. For example, they decide that they would like to dance to songs and take it in turns to request which songs are played. Interactions between the children are positive and they enjoy playing together. They are learning to share and take turns and are supported in this process.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, children engaged enthusiastically with a play dough activity, using utensils such as rolling pins to good effect. They sustain focus with the activity for an age-appropriate length of time and listen to the child minder when she suggests adding a pattern to their creations. Children have many opportunities to initiate their own play. For example, one child decides to play with the kitchen resources and makes tea for the child minder as the child takes a break from dancing. They are supported to make choices and the child minder plays along with them. Children request to sit and enjoy stories with the child minder when they want to relax and have quiet times.

Children are well supported and encouraged in developing their independence. They are self-sufficient within the setting. Children are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and also raises their self-esteem.

## Care and Development

Good

The child minder has a range of appropriate policies, which promote children's safety and well-being. Her safeguarding training is up to date, and she has procedures in place to safeguard children, appropriately and confidently answering child protection scenarios. The child minder promotes and meets children's health needs successfully. She holds current first aid and food hygiene certificates. There are organised systems in place to record accidents, incidents and medication administration. Effective hygiene practices are in place, with regular cleaning routines followed. Nappy changing procedures are appropriately followed.

The child minder has an appropriate behaviour management policy in place which details a positive strategy in relation to behaviour. Within the policy, she identifies house rules which are shared with the children, for example, 'be kind and considerate to each other including pets.' She follows the policy and uses the management strategies consistently, praising children for their achievements. We heard her encourage and positively respond to children throughout our visit. Positive behaviour management is a real strength of this child minder. The child minder models the language associated with good manners and always acts as a good role model. She engages successfully with children, whilst promoting their play and learning. Interactions are consistently positive and nurturing, demonstrating respect, warmth and kindness.

The child minder is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. The child minder keeps effective developmental records and has a good understanding of how these inform her next steps and areas to focus on. She involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, during a painting activity, she talks about colours and the effect of mixing paints. The child minder lets play unfold as children decide to paint their hands and use these rather than brushes. She is an experienced practitioner who is confident to let play and learning be child led. Allowing children creative freedom in this manner resulted in sustained engagement with the activity and the children clearly enjoyed their play. The child minder uses some Welsh to further extend learning. People who use the setting told us, "*The activities that she offers are wonderful, from baking, arts and crafts, rhyme time, soft play, trips out.*"

## Environment

Good

The child minder ensures the environment is safe, clean, and very well maintained indoors and outdoors. The child minder keeps a record of the visitors to the premises. The outdoor area is safe and secure, and the front door is locked once the children have arrived. She practises regular fire drills, so children are familiar with this routine. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are appropriate risk assessments in place for all areas of the house and garden.

The premises is welcoming, well organised, and homely. Children benefit from ample space to play, and toys and resources have a prominent position within the child minder's home. Low-level, accessible storage allows the children easy access to toys and resources. Children have lots of floor space to play as they move between the lounge and dining area. Although we did not see children play outside during our visit due to recent poor weather, children can move freely between outdoor and indoors. The outdoor space is safe and well maintained. Children have access to resources which develop their physical skills such as hoops, tricycles, swings and balls. A downstairs bathroom is easily accessible, clean, well maintained and child friendly.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The child minder has a storage area of toys and can ensure that toys are frequently rotated ensuring that the selection in use reflects the children's needs and interests. The child minder makes sure that the children have access to an appropriate range of equipment that sparks curiosity and learning. For example, children effectively use binoculars to spot and watch garden birds. The layout and design of the environment promotes children's independence. For instance, children can access toys and resources themselves or ask the child minder to pull out what they want. The child minder ensures the play environment is homely and nurturing, providing some interesting activities and play equipment.

## Leadership and Management

Good

The child minder runs her setting well. She is very organised and keeps all the required records to a good standard. She is registered with a professional association for childcare and early years. A statement of purpose is in place, which has been updated during the course of this inspection and now provides an accurate reflection of the service provided. The child minder has a range of accessible and beneficial policies in place. She is suitably qualified and has a clear vision for the future running of her setting. She has a strong culture of continuous professional development. For example, she has recently undertaken training on speech, language and communication in the Early Years and reflects on what she can implement into her own practice following the training. Updating her practice in this way and a commitment to continuous development positively benefits the children in her care.

The child minder reviews and reflects upon her service and produces a purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The report looks at what works well and considers areas for improvement. The child minder engages positively with CIW, consistently and swiftly acting on recommendations in relation to her service.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal handovers and private messaging. The child minder makes good use of local amenities such as attending soft play and meeting with other professional child minders in the area. Some people who use the setting have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, *“(She) is a fantastic child minder and I am so pleased my daughter has been looked after so wonderfully by her during her younger years,”* and *“Fantastic child minder ...can’t praise her enough for all the work she does.”*



### 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

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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