



# Childcare Inspection Report on

**Sarah Bromham**

**Swansea**



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## **Description of the service**

Sarah Bromham was registered as a child minder in 2012. She cares for a maximum of ten children aged under 12 years from her home in Three Crosses, Swansea. The service operates Monday to Friday from 8:00am to 5:30pm. The main language of the service is English.

## **Summary of our findings**

### **1. Overall assessment**

Overall, we Care Inspectorate Wales (CIW) found that children are relaxed and settled with the child minder. They enjoy their play activities and interact well with the child minder and her family. Children are cared for by an experienced and caring child minder. They are cared for in a suitable environment with age appropriate resources for their play. The business is managed well. The child minder has good partnerships with parents.

### **2. Improvements**

Following the previous inspection, the provider has updated her statement of purpose.

### **3. Requirements and recommendations**

We made some recommendations which are detailed at the end of this report.

# **1. Well-being**

## **Summary**

Children enjoy their play at this child minder's service. They have a sufficient voice and feel safe and happy.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children have a voice and are listened to at the service.

Children had free play opportunities and chose what they wanted to play with. We saw them look through the toy boxes and settled on the blocks and King Arthur characters. Children chose to decorate biscuits for mother's day and we saw them decide what colour icing to use and which sprinkles to put on their biscuits. We heard one child say, "can I do some more". We heard them tell the child minder when they wanted to have their snack and drinks. Children confidently asked to watch some TV and chose which age appropriate programme to watch.

Children have an effective voice.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are comfortable in the child minder's home and have a positive bond with her and her family.

Children were happy and settled. We saw that children had a good relationship with the child minder and her family and they were at ease within their environment. We saw children confidently approach the child minder to ask for resources and for reassurance. Children smiled when they received praise for sharing and for their achievements. Children told us they enjoyed attending and we saw them give 'high fives' and cuddles to family members.

Children have formed good attachments and feel safe.

### **1.3 How well do children interact?**

Children share and interact well with each other and the child minder.

Children interacted well with each other. They took turns with the icing pens and shared the sprinkles during the biscuit decorating activity. We saw children happily engage with the child minder and her family during play activities. Children confidently chatted to us, the child minder and her family about their school day. We heard them talk about their interests, such as musical instruments and dancing. We saw the children approach the child minder for cuddles when they became tired. Children's behaviour was good and we heard them use good manners.

Children interact well.

#### **1.4 To what extent do children enjoy their play and learning?**

Children are interested in their play activities and enjoy free play.

We saw children liked their activities. They thoroughly enjoyed completing the biscuit decorating activity and enjoyed the freedom of being able to choose their next activity. We saw that the children had fun playing with the blocks, King Arthur characters and dragon. Children relaxed to watch some TV and told us that they had fun colouring and playing football in the garden. They also told us that had fun playing tennis in the summer and walking the dog in the woodlands.

Children enjoy their play.

#### **1.5 How well do children develop, learn and become independent?**

Children have opportunities to develop their individual skills.

We heard children use the Welsh language to identifying various colours at craft time. One child told us that they liked maps and could identify many flags for various countries. Children also told us that they were learning to play musical instruments. We saw the children independently wash their hands prior to eating their snacks. We also saw them help themselves to the resources which were stored in boxes on the floor and the games were easily accessible on the coffee table. We looked through the child minder's social media account and the parents' board and saw that children had many experiences at various locations with the child minder, such as, physical play in the park, educational visits to places of local interest and social opportunities with other child minders and children at toddler groups.

Children are developing well and are independent.

## **2. Care and Development**

### **Summary**

The child minder knows the children in her care relatively well and supports them appropriately. She manages children's interactions in a kind and caring manner, and mostly keeps children safe.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Overall, the child minder mainly keeps children safe and healthy and has an understanding of child protection procedures.

The child minder was aware of her duties and responsibility to report concerns in relation to safeguarding and was familiar with the Radicalisation and Prevent Duty guidance. The child minder practised good hygiene procedures, she ensured that children washed their hands before snacks and provided paper towels to dry their hands. We saw the child minder appropriately supervise the children to her home after the school run, carefully crossing the roads. We heard the child minder give children safety messages such as to 'be careful when playing with the King Arthur characters' and mini bow and arrow. The child minder offered drinks and some toast as a snack after school. We saw that children mainly ate their snack at the table, however, they also walked around and played in the living room whilst eating their toast.

The child minder adequately promotes children's health and safety.

#### **2.2 How well do practitioners manage interactions?**

The child minder is a good role model and promotes positive interactions.

The child minder was calm and positive throughout our visit and spoke kindly to the children. We saw her engage with the children in a positive manner and noted that she sat on the floor with the children chatting to them about what they were doing. We saw the child minder cuddling the children when they became tired or needed reassurance. We heard her praise the children for their efforts and achievements, such as when they completed their biscuit decoration. The child minder had written a behaviour management policy which included strategies to promote positive behaviour, such as praising children and being a good role model. Children's behaviour was good.

The child minder manages interactions well.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

The child minder offers children a suitable range of play opportunities and sometimes encourages their self-help skills.

The child minder made the biscuit decoration activity fun for the children, she provided them with many coloured icing pens and sprinkles. She asked the children to identify the colours used, using the Welsh language. We saw photographic evidence of children undertaking various activities with the child minder in her home and out in the community. We saw that the child minder encouraged children to do some things themselves, for example to wash and dry their hands independently. However, we did not hear the child minder encourage the children to tidy up prior to moving on to the next activity and children did not put spread on their toast or pour their own drinks at snack time. We heard the child minder talk to the children about the 'King Arthur and Excalibur' story whilst sitting on the floor and pulling each character from the box and discussing them.

The child minder appropriately supports children's development.

### **3. Environment**

#### **Summary**

The child minder provides a warm and homely environment. She has a selection of resources, furniture and equipment for children.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

The child minder ensures that the environment is mostly safe, clean and secure.

The child minder ensured that the environment was mostly safe and secure, as she locked the main door. She had risk assessments for outings and for the areas of her home used for child minding, however, some hazards such as the electric fire and two outdoor drains had not been included on the risk assessments. The child minder told us that she covers the drains when children play outdoors and the fire is not in use when children are present. Safety equipment was in place where necessary such as a safety gate and socket covers. A valid heating test certificate was available and the child minder had practised fire drills on a monthly basis. The child minder had a wall mounted fire blanket.

The environment is suitably safe.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The child minder provides space and facilities suitable for the needs of the children in her care.

The child minder ensured that the rooms used by the children were welcoming and provided a good environment for play and learning. There was sufficient space and facilities to meet the children's needs, for play, quiet time and physical play. Children had access to the dining area and living room for play time, quiet time and to eat snacks. The child minder told us that children used the patio area and the rear garden for some fresh air and physical outdoor play. She also told us that she took them on outings into the local community. Children had access to cloakroom toilet.

The child minder ensures that the premises are suitable.

##### **3.3 How well do leaders ensure the quality of resources and equipment?**

The child minder has a suitable selection of toys and resources, which are of good quality.

The child minder ensured that children had access to furniture, equipment and toys that were appropriate for their age, needs and development. We noted that these were in good condition. The child minder had resources such as role play items, books, art and craft items, educational toys, kitchen items and play foods, dolls and play house and play people, vehicles, castle, ship, games, puzzles, train and blocks for the children. The child minder told us that sport and outdoor equipment was also available and we saw a swing and play house outdoors. She told us that she rotated the resources. We also saw that the child minder had a high chair and a step up stool and told us that that she had a travel cot



should it be required. The child minder told us that she celebrated some festivals, such as Chinese New Year, Harvest and Diwali as well as the traditional festivals. She told us that children complete various craft activities, such as creating red fans and lollipop sticks displaying dragons as well as following the seasons where the children collected conkers and leaves or engaged in planting tasks. The child minder had some multi-cultural items such as small world people, dolls and Welsh and English books. She told us that she also visited the library to look at various books containing different religions and diversity.

The equipment and resources are good quality, clean and well-maintained.

## **4. Leadership and Management**

### **Summary**

The child minder manages her business well and has organised and effective record-keeping systems in place. She has good partnerships.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder complies with the relevant regulations and national minimum standards.

The child minder had a statement of purpose in place and a range of policies and procedures, however, she had not dated them for validity and review purposes. Following the last inspection, the child minder had devised a new outings policy. The child minder told us that children did not use mobile phones whilst in her care and they only used the internet under close supervision. The child minder did not have a mobile phone/internet access policy. The child minder maintained a children's register, as well as parental consent forms, emergency medical consent forms, contracts, incident and accident records. The child minder maintained developmental records for younger children and regularly kept parents updated on their children's progress via daily sheets and social media. A visitors' book was in place. The public liability insurance certificate was valid as well as the vehicle documentation.

Leadership is good.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder is keen to review her service to make improvements.

The child minder had a self evaluation system, which included questionnaires for parents and she told us that she verbally sought children's views. The child minder had produced her report for 2018/19. Positive comments had been received such as, *'the children are always excited to go to you after school'*, *'they find everything enjoyable'* and *'you make ... feel very welcome and treat him like part of the family he loves going to yours'*. Children's feedback confirmed that they enjoyed all the activities on offer and in particular playing football and colouring. The child minder had made some improvements to her service, for example, she had designed a display board with information/photographs for parents, had purchased some new resources such as sports equipment for the older children and some new toys.

Self-evaluation and planning for improvement is good.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

The child minder is aware of her conditions of registration and ensures that suitability checks are valid for relevant household members.

The child minder was aware of the total number of children that she is registered to care for. She ensured that all relevant household members held valid Disclosure and Barring Service (DBS) certificates, however, had not provided the certificates to CIW for validation. The

child minder had numerous years of experience working with children and told us that she had previously worked as a primary school teacher. She had completed the core training such as child protection, first aid and food hygiene. She told us that she had completed a basic Welsh language course and would consider completing an on-line Prevent Duty course in the near future.

The child minder manages the service well.

#### **4.4 How effective are partnerships?**

The child minder works in partnership with parents and maintains regular communication with them.

The child minder had a policy and procedure folder and told us that she emailed all policies and procedures to parents for their information. A matrix of all policies and procedures shared was in place in each child's file. She verbally shared information with parents as well as completing daily log sheets. The child minder stated that she made good use of social media by regularly sending parents updates and photos. The child minder takes children on outings to the local play centres, parks, places of local interest, and toddler groups. They regularly visit the library for Welsh rhyme time and song time as well as taking walks in the local woodland area with the dog. The child minder told us that she has good links with other child minders in the area. The child minder had many 'thank you' cards from people who had previously used her service. All comments were very positive.

The child minder has effective partnerships.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

- None.

### **5.2 Recommendations for improvement**

We recommended that the provider should:

- encourage children to eat their snacks appropriately;
- familiarise herself with the Welsh Governments guidance on Food and Nutrition for Childcare Providers;
- further encourage children's independence and self-help skills;
- include hazards such as the electric fire and two outdoor drains to the risk assessment documentation;
- date policies and procedures for validity and review purposes;
- consider devising a mobile phone/internet access policy and
- provide DBS certificates to CIW for validation.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on 28 March 2019 for approximately 3.5 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children and the child minder;
- provided questionnaires to be issued to parents and children and
- provided detailed telephone feedback to the child minder on 2 April 2019.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Child Minder
Registered Person	Sarah Bromham
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	Monday to Friday 8:00am to 5:30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	16 January 2016
Dates of this inspection visit(s)	28 March 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	