

## Mullen, Anne Child Minding

Type of inspection: Announced (short notice)  
Inspection completed on: 8 February 2017

**Service provided by:**  
Mullen, Anne

**Service provider number:**  
SP2014986372

**Care service number:**  
CS2014331787

## The service

### Introduction

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

This service was registered by the Care Inspectorate on 09 February 2015.

Mrs Mullen runs her childminding service from her home in a residential area in Shotts near to local amenities, schools and nurseries. The areas used for her childminding service are the living room, dining kitchen, hall, and front and back gardens.

Mrs Mullen is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. The numbers are inclusive of the childminder's own family.

Minded children cannot be cared for by persons other than those named on the certificate.

Overnight service will not be provided.

At the time of the inspection, the childminder was caring for four pre-school children and three children of school-age.

The aims of the service included:

"I will provide a safe, clean and happy place for your child. I will provide this by making sure everything your child comes into contact with is in proper working condition."

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. Getting It Right For Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting It Right For Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

### What we did during our inspection

We wrote this report following a short announced visit on 12 January 2017, between 2:30pm and 5pm, when four children were present. A further visit was made on 06 February when one child was present. The inspection was carried out by one inspector.

The childminder had not completed an annual return or a self-assessment when requested by us.

During our inspection, we spoke to the childminder and the children in her care. We observed how the childminder worked with the children and considered the experiences and activities available to them. We looked at some records and documentation used by the childminder in the course of her business. We considered how the childminder promoted positive experiences and outcomes for children.

We took account of the comments made by three parents/carers over the telephone and another whom we met during our inspection. Their comments are noted in this report.

## Views of people using the service

On the first day of the inspection, we were unable to speak at any length with children that were being cared for. This was due to the many transporting commitments of the childminder that afternoon. Family and childminding commitments meant that children spent most of their time in transit with the childminder. Children who returned after school had a short time to play in the garden, one of whom told us that he liked coming to Anne's because he could play with his friends.

On the second day of our inspection, the two year old child present was too young to provide their views of the service. We observed however that the child was content to be in the childminder's care. Having just woken from a sleep she sat on the childminder's knee, happy to be cuddled until she was fully awake.

Over the course of our inspection, we did not see the children participate in any activities in the childminder's home although the childminder told us that the pre-school children had attended nursery or playgroup as part of their day, where they socialised with others and participated in a range of activities suited to their interests. The childminder described the normal patterns of care for the children she looked after, including sleep-times and meals.

The childminder's communication with parents was mainly discussion with them at drop-off and collection times.

Of the four parents we spoke with, they all told us that they were pleased with the service they and their children received. They told us their children liked coming to Anne's and liked to play with the other children. Parents' comments included:

"My son doesn't like change. He loves Anne and looks forward to going. He particularly likes to play out in the garden. Sometimes he draws, paints or plays with lego."

"She enjoys coming. I wouldn't think of using anyone else to look after my child."

We include further views and comments within this report where relevant.

## Self assessment

The childminder, to date, has never completed any self-assessment documents.

## What the service did well

The childminder kept children safe through suitable supervision and communication with them. The childminder was familiar with children's individual personalities and caring relationships were observed.

## What the service could do better

We have asked the childminder to make improvements in the following areas:

- Planning a range of experiences which will better suit the needs and interests of children in her care.
- Providing children with a range of choices and opportunities to assist in their learning and developmental progress.
- Using good practice guidance to strengthen her knowledge, and skills in providing good experiences and outcomes for young children.
- Recording children's progress and looking at next steps through establishing children's personal plans.
- Establishing good systems to support her childminding business, for example improving record-keeping systems which link with service policies and good practice.
- Improving compliance with regulatory expectations, including self-assessment.
- Introducing ways to consult with children and parents using her service and using their feedback to make improvements.

## From this inspection we graded this service as:

Quality of care and support	2 - Weak
Quality of environment	3 - Adequate
Quality of staffing	not assessed
Quality of management and leadership	2 - Weak

## Quality of care and support

### Findings from the inspection

We graded the service as weak in this quality statement.

We spoke with three parents who confirmed satisfaction with the service. They told us that their children "looked forward to going to Anne's" and that they "were coming on leaps and bounds". They confirmed that they got verbal feedback about their children's time with the childminder. They found her approachable, friendly and helpful.

Over the course of our inspection, we saw the childminder care for two pre-school children and three children of school-age for short periods of time. We observed that the children were safe and supervised during this time and that they generally appeared settled in the childminder's care.

The childminder was aware of her responsibilities in relation to child protection, however we noted that she had not yet attended child protection training advised as part of our previous inspection of this service (see recommendation 1).

The childminder supported children's attendance at pre-school facilities, including playgroup and nursery.

Over the two visits to the childminder, we did not see any children involved in activities in the childminder's home. On day one, the school-aged children were told by the childminder that they would be playing outside in the garden as it was a good day. Children should have opportunities to play outside, however we were conscious that they had not been offered any choice as to whether they wanted to play indoors or outdoors. The childminder should give children more choice in selecting their preferred activities and assist them to make positive choices which helps them develop responsibility and decision-making and promotes self-esteem.

On both days, we did not see pre-school children playing with toys or engaging in activities. Children's programmes were playing on television in the living room although the children did not show much interest in them. We had a discussion regarding the level of television children could be exposed to and the impact of too much television on language development.

There was very little written information held on any of the children attending despite us making previous recommendations about children's personal plans and record-keeping.

Due to the lack of activities provided for children and the absence of any supporting evidence from self-assessment, photographs or written records we were unable to form a positive evaluation as to the quality of children's experiences and outcomes. We had wide-ranging discussions with the childminder and demonstrated examples of personal planning to help her tailor her service to meet individual needs (see requirement 1).

At this and the previous inspection, we signposted the childminder towards training and personal reading to help her develop her practice, skills and knowledge about good quality childcare. We asked for improvements to be made in the following areas:

- Improving the quality of children's activities and experiences.
- Improving children's diet and promoting their interest and learning about healthy foods.
- Introducing children's personal plans and ensuring that these are reviewed and updated on a regular basis.

In addition on this occasion, we noted a discrepancy in the childminder's practice and policy in relation to the administration of medication. The childminder told us that she did not administer any medication however she had a policy that described how she would seek parents permission for administering medication.

We have made a number of requirements and recommendations in this report and have asked the childminder to ensure she provides us with a detailed action plan to address these within a reasonable timescale (see requirement 1 and recommendations 1- 4).

## Requirements

### Number of requirements: 1

1. The childminder must establish personal plans for each child in her care. These plans must contain sufficient information to demonstrate how the childminder is meeting children's health and well-being, and safety needs. Personal plans must be established within 28 days of a child starting at the service and be reviewed in consultation with parents at least once every six months or when there are significant changes.

This is to comply with SI 2011/210 5 Personal plans.

Timescale: Within two months from the date of receipt of this report.

## Recommendations

### Number of recommendations: 4

1. The childminder should further develop her knowledge and understanding in relation to meeting the needs of the children in her care. This may include personal reading, research or attendance at training. As a priority, we have asked the childminder to seek training in child protection and Getting It Right For Every Child (GIRFEC). This is to help the childminder increase her own awareness of child protection issues. Becoming more aware of her responsibilities will help her identify how she can best promote children's safety, health and well-being through her role as a childminder.

NCS -early education and childcare up to the age of 16 standards-3,4,5 and 6.

2. The childminder should review her policies and procedures regularly to ensure that they support the day to day working practice in her service, most importantly her practice in relation to whether she administers medication or not.

NCS early education and childcare up to the age of 16 standards 3 and 14.

3. The childminder should promote healthy eating to help children maintain a healthy, nutritious diet and to help them learn about foods that are good for them.

NCS -early education and childcare up to the age of 16 standard 3.

4. The childminder should consult regularly with children and parents/carers and use their views to help evaluate the quality of the service provision and to identify areas for improvement.

NCS -early education and childcare up to the age of 16 standards 13 and 14.

**Grade:** 2 - weak

## Quality of environment

### Findings from the inspection

We have graded this Quality Theme as adequate.

Feedback from parents/carers using the service confirmed their satisfaction that the childminder's home was safe, secure, hygienic and smoke free, with suitable equipment, toys and resources.

The childminder's home was adequately maintained, providing children with a safe and homely environment. The childminder described visually checking safety on a daily basis before children arrived however she could better support her informal practice through undertaking written risk assessments on a regular basis.

The childminder told us that the children regularly attended nurseries and playgroups where they socialised with others and participated in a range of activities and experiences suited to their stage of development. She also told us that during the summer some of the children had done some painting outdoors which they had really enjoyed. The childminder described that children could play with toys in the living room and hall although we saw no evidence of children at play during the inspection.

We had detailed discussion about the lack of activities available during the times of the inspection and the lack of choices for children. We also thought that space in the home could be used much better to benefit children and that the childminder should consider much more widely how she can improve children's experiences and opportunities for learning. We discussed options for activities for children of different ages and suggested things like use of treasure baskets, playdough and natural materials for younger children, giving them opportunities to investigate and explore. We discussed how interactive simple games, rhymes and looking at books along with an adult could encourage language development.

As before we have recommended that in order to provide activities and experiences which will benefit pre-school children, the childminder should use good practice guidance such as 'Building the Ambition' to help her improve children's experiences (please refer to recommendations that we have made under quality theme one of this report.)

In respect of managing infection control in this service, we noted that the service policy advised parents to keep children at home for 24 hours following a bout of sickness or diarrhoea. Current guidance recommends a period of 48 hours following the last episode. The childminder must therefore amend her policy and practice to take account of best practice guidance. 'Infection Prevention and Control in Childcare Settings' (Daycare and Childminding Settings).

The childminder could further develop her overall practice by developing cleaning and maintenance records, which help to confirm the arrangements she has in place for maintenance, cleaning and the prevention of infection in her service. Again, she should take account of and reference the 'Infection Prevention and Control in Childcare Settings' (Daycare and Childminding Settings) September 2015 in her policies. This is available on [hub@careinspectorate.com](mailto:hub@careinspectorate.com).

### Requirements

**Number of requirements:** 0

## Recommendations

### Number of recommendations: 1

1. The childminder should review her policy in relation to infection prevention and control in her service.

NCS - early education and childcare up to the age of 16 standards 2, 3 and 14.

**Grade:** 3 - adequate

## Quality of staffing

This quality theme was not assessed.

## Quality of management and leadership

### Findings from the inspection

We have graded this Quality Theme as weak.

Parents overall were happy with the service they received. They found the childminder to be reliable and flexible in accommodating their childcare needs. They confirmed that she was approachable and helpful and that they had established good relationships with her.

Valid childminding insurance was in place.

From our examination of records and documentation held by the childminder, we saw that she held documents containing children's personal details, parents contact details and where necessary, very brief health/medical/personal needs information.

We discussed with the childminder that information held on children should be much more detailed and particularly where health or well-being issues were identified, then the care of the children should be fully discussed with parents and the SHANARRI well-being indicators used to ensure that individual needs are explicit. Arrangements for meeting those needs must be detailed in personal plans.

During the last inspection of this service, we spent considerable time with the childminder providing advice and guidance about adopting a more professional approach to managing her service. This included a number of areas for improvement, including personal development, self-evaluation, business and record-keeping. We noted no improvements in any of these areas and, as a result, have made a number of requirements and recommendations in this report. The childminder should now prepare a detailed action plan to show how she makes improvements.

The childminder could not provide us with any written record of children's attendance. We advised the childminder that in order to keep children safe and protected, registered services must keep accurate records of children's attendance with them (see requirement 1).



To date the childminder has not used self-assessments to evaluate quality of experiences for children and families using her service. She was advised to use the Care Inspectorate self-assessment for this purpose.

The childminder should also provide more detailed written information to parents about the nature of her service, preferably in the form of a welcome brochure. She should consult regularly with children and families to gather their views on the quality of her service and seek their ideas for improvement.

In order to help her make improvements to her service, the childminder should take account of good practice guidance, some of which we have referenced below.

Sources of information and further reading for childminders

Publication date: 4 June 2014 : <http://hub.careinspectorate.com/media/184253/sources-of-information-and-further-reading-for-childminders.pdf>

Particularly relevant to improving practice are:

Building the Ambition: <http://hub.careinspectorate.com/media/201173/national-practice-guidance-on-early-learning-2014.pdf>

Getting Ready to Read: <http://hub.careinspectorate.com/media/455096/ready-to-read-booklet-low-res.pdf>

My World Outdoors: <http://hub.careinspectorate.com/media/279348/my-world-outdoors-sharing-good-practice-in-how-early-years-services-can-provide-play-and-learning-wholly-or-partially-outdoors.pdf>

Setting the Table guidance: <http://hub.careinspectorate.com/media/177298/nhs-setting-the-table-updated-jan-2015.pdf>

Eating Well Packed lunches for 1-4 year olds: <http://hub.careinspectorate.com/media/257953/eating-well-packed-lunches-for-1-4-year-olds.pdf>

Management of Medication in daycare of children and childminding services: <http://hub.careinspectorate.com/media/189567/childrens-service-medication-guidance.pdf>

## Requirements

### Number of requirements: 1

1. The childminder must keep an accurate record of the days and times of attendance of all children in her care.

SSI 2011/210 4 Welfare of Users.

Timescale: Within 48 hours of the date of receipt of this report.

## Recommendations

**Number of recommendations:** 1

1. The childminder should provide the Care Inspectorate with a detailed plan of her intentions to meet the requirements and recommendations made as a result of this inspection and report.

NCS early education and childcare up to the age of 16: Standard 14.

**Grade:** 2 - weak

**What the service has done to meet any requirements we made at or since the last inspection**

## Previous requirements

There are no outstanding requirements.

**What the service has done to meet any recommendations we made at or since the last inspection**

## Previous recommendations

### Recommendation 1

The childminder should look to enhance children's experiences in the childminding service through careful planning of activities and experiences that stimulate their interest and provide opportunities for learning.

National Care Standards Early Education and Childcare up to the age of 16. Standard 5: Quality of Experience.

**This recommendation was made on 19 April 2016.**

### Action taken on previous recommendation

We found no improvement in the quality of children's activities and experiences at this inspection.

## Recommendation 2

The childminder should continue to further improve her approach in managing children's personal plans and ensuring that these are reviewed and updated on a regular basis.

National Care Standards Early Education and Childcare up to the age of 16. Standard 6: Support and Development.

**This recommendation was made on 19 April 2016.**

### Action taken on previous recommendation

We found no progress had been made in relation to children's personal plans.

## Recommendation 3

The childminder should ensure she accesses paediatric first aid training and child protection training at the earliest opportunity so that she is well-prepared and informed to deal with any health and well-being concerns relating to the children in her care.

National Care Standards Early Education and Childcare up to the age of 16. Standard 3: Health and Wellbeing.

**This recommendation was made on 19 April 2016.**

### Action taken on previous recommendation

The childminder has not accessed any training since her last inspection.

## Recommendation 4

The childminder should ensure she identifies which resources she will use for the on-going evaluation and improvement of her service which will lead to high quality outcomes for children and families. We have identified a range of recognised web-sites and good practice documents which can be used in this exercise.

National Care Standards Early Education and Childcare up to the age of 16. Standard 13: Improving the Service.

National Care Standards Early Education and Childcare up to the age of 16. Standard 14: Well-Managed Service.

**This recommendation was made on 19 April 2016.**

### Action taken on previous recommendation

No action has been taken in relation to this recommendation.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Enforcement

No enforcement action has been taken against this care service since the last inspection.

## Inspection and grading history

Date	Type	Grading	
11 Feb 2016	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	Not assessed
		Management and leadership	3 - Adequate

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