

Winkley, Dana **Child Minding**

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

Service provided by:
Winkley, Dana

Service provider number:
SP2007964832

Care service number:
CS2007149028

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

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

If we are concerned about some aspect of a service, or think it could do more to improve, we may make a recommendation or requirement.

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service, but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach in inspecting care services for children.

The Getting it Right for Every Child (GIRFEC) approach is underpinned by the principles of prevention and early intervention. It's a consistent way for people to work with all children and young people. The approach helps practitioners focus on what makes a positive difference for children and young people, and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

In Scotland, the Getting it right for every child (GIRFEC) approach puts wellbeing at the very heart of its approach. The eight 'indicators' of wellbeing that form the basis of GIRFEC are - safe, healthy, achieving, nurtured, active, respected, responsible and included, often referred to as 'SHANARRI'.

The service is located in Menstrie, near Stirling. The service is provided from the childminder's detached home, situated in a quiet residential area. There are gardens to the front and rear of the property. During the inspection, the children used the rear garden, which was spacious, child friendly and fully enclosed.

The service is registered to provide a care service to a maximum of eight children at any one time under the age of 16; numbers include the childminder's own family. At the time of the inspection Mrs Winkley cared for eight children at various times.

What we did during our inspection

We carried out a short notice inspection on Tuesday 8 August 2017 between 9.30am and 11.15am.

During this inspection process we looked around the areas of the childminder's home used by minded children and gathered evidence from:

- The childminder's self assessment and annual return.
- Children's information folders.
- Daily diaries.
- Questionnaires used to gather parents and children's feedback.
- Risk assessment policy and procedures.
- Risk assessments for the environment.
- Certificate of registration.
- Public liability insurance.
- Observation of practice.
- Training records.

Views of people using the service

One childminded child was present during the inspection. She was happy in the care of Mrs Winkley. She chatted throughout the inspection about the activities she liked doing and the other children she played with. The child liked doing arts and craft and was making glitter glue for her picture. She also told us a favourite was the 'big park' where she could play on the large equipment. She said 'I usually go on the swing and stand up on them.'

We received three completed parents questionnaires. All parents were extremely happy with the service they received from Mrs Winkley. They told us that children had access to a range of stimulating and interesting activities that catered for the needs of the children. They were satisfied that very good use was made of community resources and outdoor play.

Parents had complete confidence in the abilities of the childminder and felt she had the skills and experience to support children and provide quality care. Parents felt very involved in the service and were happy with the level of communication and information sharing that was in place.

They told us;

'Dana has been a good influence on our child. He loves going there as he know he will be well cared for and have loads of fun.'

'Dana has a playroom, child friendly and loads of toys.'

'Our child loves spending time with Dana. Games are played, going for walks and playing in the garden. Dana writes in a book every week about what they have been up to.'

'The children thoroughly enjoy coming to Dana's house and have an excellent relationship with her. They get on well with the older children who are there before and after school.'

'Dana organises everyone's time well. For example, older children doing homework while others play, draw or read etc.'

Self assessment

Every year all care services complete a 'self assessment' telling us how their service is performing. We check to make sure this is accurate.

The self assessment relates to Getting it Right for Every Child (GIRFEC) document.

The childminder completed this document with information about the service she provided for children. She told us how she communicated with parents, involved children and parents in her service and provided a safe environment for them.

What the service did well

The childminder interacted with children in a positive and respectful way. She encouraged children in what they were doing as she listened to their ideas and suggestions about the activities they wanted to do.

What the service could do better

The childminder could further develop children's personal plans by recording the outcomes for children, when they are being supported with a particular area of their development

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

The childminder gathered a range of information about children and used this to plan their care. From the records we looked at and talking with the childminder we saw how she supported children through changes in their lives, developing self help skills and helped them learn about road safety. Personal plans showed how children had made progress in the areas they were being supported with. We talked to the childminder about using the wellbeing indicators within personal plans and recording a bit more information about how she supported children. For example, what activities she provided to support children's development. We also asked the childminder to further develop six monthly reviews so there was a formal record of the discussion about children's care. These should be dated and signed. (See recommendation 1).

On a daily basis there were various opportunities for parents to talk about their children. The childminder used diaries, text or spoke with them at drop off/pick up times to share information with parents. These methods kept parents up-to-date about their children and enabled changes to their care to be agreed quickly. Information from questionnaires used confirmed that parents appreciated the childminders level of communication and flexible approach.

Throughout the inspection we saw that the child had a very good relationship with the childminder and was well supported in what she was doing. All interactions were respectful as the childminder listened to the child and offered suggestions about what she could do. The childminder provided her with resources to help her develop the activity she was doing. She made 'glitter glue' for the picture she was making. The child and childminder talked about the activities and outings they went on. They chatted in an easy manner as they remembered the places they had visited and activities they had done. It was therefore evident that children were included in planning a range of activities and their views valued. The child told us she had went to the shops with the childminder and had seen things she would like for her birthday. A particular favourite was going to the park and they were planning to go there later in the day on their scooters.

The childminder had an appropriate system in place to record when children were to be given medication. One area she could further develop is to note if a child has been given medication before arriving at the service so there is a record of time between doses is followed.

The childminder had a good understanding of her role in protecting children and had undertaken training to support her practice.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Personal plans could be further developed to show links to the wellbeing indicators.

National care standards for early education and childcare up to the age of 16,
standard 3: Health and wellbeing.

Grade: 5 - very good

Quality of environment

Findings from the inspection

The childminder continued to provide a homely environment for children which was welcoming and friendly. There were established systems in place to ensure the environment was clean, risk assessed and well maintained. For example, the childminder checked all areas in a daily basis to ensure the environment was suitable for children.

She showed us the safety equipment she used dependent on the children she was caring for. For example, she had a stair gate for when younger children were being looked after. This meant that children could play safely in and outdoors.

There was a dedicated room for children to play in which had direct access to the fully enclosed back garden. This promoted children's independence and decision making as they could choose where they wanted to play. All areas used by the children were well organised.

Toys and games were readily available so that children could choose what they wanted to do. Arts and craft was a particular favourite as was playing imaginative games. The child present talked fondly about playing with her friends and what their favourite toys were.

The front room was used for a quiet area if children needed to sleep. This meant that the childminder was able to support all children.

The childminder was aware of best practice guidance in relation to infection control which was reflected in her practice. For example, children had individual towels and appropriate nappy changing procedures were in place.

The childminder recognised the importance of using community resources to extend children's experiences and wellbeing. Children benefited from outings to local parks, library, walks around the village and visits to the shops. The child present told us about the visits to the park and how she liked playing on the large equipment where she was able to develop her physical skills.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

This quality theme was not assessed.

Quality of management and leadership

Findings from the inspection

The childminder was committed to providing a quality service and did this by keeping up-to-date with current best practice. She had completed e-learning training in developing children's self esteem, building the ambition, lets be friends, outdoor play and infection prevention and control in childcare settings. She also used publications from the Care Inspectorate and Scottish Childminding Association (SCMA) to do this. We talked to the childminder about how she used what she had learned in her practice.

She advised that often her reading and training reinforced what she was already doing. She could further develop the records she keeps about any research or reading she does and show how it is used to improve her service. (See recommendation 1).

We informed the childminder about the new Health and Social Care standards and advised her to be aware of future information about them and how they will be used by care services.

The childminder encouraged parents and children to give feedback about her service. On a daily basis there were opportunities to talk about the service and any changes needed or share information in daily diaries. She also used questionnaires so parents and children could give their views about the service. From the information we saw, parents and children were very happy with the service provided, the range of activities available and the level of communication in place.

There were a range of policies and procedures in place which were shared with parents so they knew what to expect from the service. Newsletters were used to keep them up-to-date about holidays and any particular events. The childminder also displayed information about her service for parents. This included her certificate of registration and public liability insurance.

The childminder advised she does not use the upstairs of her home for childminding, although her conditions of registration permits her to use one of the bedrooms. She also said she never cares for more than six children at any one time. We advised the childminder to apply for a variation to request a change to the conditions of her registration.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The childminder should keep a record of how she has used training or research to develop her service.

National Care Standards, Early Education and Childcare up to the age of 16 - Standard 12.2: Confidence in staff.

Grade: 5 - very good

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

Personal plans should be used to evaluate the service and demonstrate links to GIRFEC.

National care standards for early education and childcare up to the age of 16, standard 14: well managed service.

This recommendation was made on 25 August 2015.

Action taken on previous recommendation

We could see the progress children made within their personal plans, but they were not linked to GIRFEC so we will continue that part of the recommendation.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

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

Inspection and grading history

Date	Type	Gradings	
13 Aug 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	5 - Very good
22 Jul 2013	Announced (short notice)	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good

Date	Type	Gradings	
		Management and leadership	Not assessed
6 Jan 2010	Announced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
6 Aug 2008		Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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