

Mann, Claire Child Minding

Type of inspection: Unannounced
Inspection completed on: 28 February 2018

Service provided by:
Mann, Claire

Service provider number:
SP2007965603

Care service number:
CS2007154930

The service

Introduction

The childminder has been registered since 31 October 2007.

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

From 1 May 2017 until 30 August 2018, or sooner if any child leaves the service, on a Thursday, between the times of 11:45 and 16:00, to provide a care service to a maximum of five children at any one time under the age of 16, of whom a maximum of no more than four are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

The childminder is currently providing a childminding service from her own home in a quiet residential area of Newtonhill. This is within easy walking distance of the school, nursery and park. Children had access to rooms on the ground floor including the large kitchen/dining room, bathroom, conservatory playroom as well as the childminder's garden. The aims of the service were to "provide a friendly, welcoming, safe and secure environment for children".

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time by the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANNARI wellbeing indicators

What we did during our inspection

We compiled this report following an unannounced inspection, which took place between 13:05 and 17:05 on 27 February 2018. We gave feedback to the childminder on 28 February 2018. Two Care Inspectorate early learning and childcare inspectors carried out the inspection.

We spoke with:

- the childminder
- two children present during the inspection.

We looked at:

- the childminder's practice with the minded children
- the environment
- children's records
- training certificates
- policies and procedures
- attendance records.

Views of people using the service

One minded child present during the majority of the inspection was too young to give any views on the service. She presented as being settled and very comfortable with the childminder. Two older minded children who attended after nursery appeared confident and happy in the childminder's home. One of the children told us "we like all the toys".

Two parents returned questionnaires to us. Both strongly agreed that they were happy with the overall quality of the service. Comments included:

"Claire is a lovely and great childminder. I am so happy I chose to put my child to her instead of a nursery. I trust her with my whole heart."

"Claire has a great range of toys in her house and her house is always safe."

"Claire is fabulous. My child loves her, and she loves him. My child is always happy to be left with her. She came highly recommended and I would definitely recommend her to my friends/anyone looking for a childminder."

Self assessment

The Care Inspectorate received a fully completed self-assessment from the childminder. She identified what she thought the service did well and gave examples of how she supported parents to participate in the life of the service. The childminder should include examples of any improvements planned for or already carried out within the service, demonstrating progression.

What the service did well

The childminder displayed a warm and nurturing nature towards the children in her care, giving regular comfort and affection. This supported children to feel secure in the childminder's home and encouraged the creation of good attachments. She had positive relationships with parents and families, and used two-way communication to support children's individual needs. Parents had opportunities to discuss their child's learning and development and were supported to be involved.

What the service could do better

The childminder should seek to develop and build on her current knowledge and skills, via training and current best practice guidance. This will support her to evaluate and make improvements to her service. The childminder should also use current best practice guidance to support her in developing her range of resources both indoors and outdoors. This will enhance and extend the activities available to children whilst encouraging their learning and development.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	4 - Good
Quality of staffing	not assessed

Quality of care and support

Findings from the inspection

We found that the childminder was providing a good quality of care and support. The childminder had developed close bonds with the children in her care and interacted with them in a calm and friendly manner. As a result, children were happy and comfortable. This supported their safety and emotional wellbeing.

The childminder had a good knowledge of minded children. Individual personal plans documented children's information, including routine preferences and interests. Personal plans however did not include observations or the identification of next steps. We suggested that the childminder develop these to better support her in meeting children's individual learning and development needs. The childminder gave examples of how she had taken forward children's interests to personalise their experience whilst in her care. She was respectful of children's preferences, and used these to extend the activities available. The childminder also supported parents with information and advice on children's individual needs. This gave parents opportunities to be included in their child's development.

Meals and snacks provided were healthy and nutritious. Varied meal options gave children opportunities to try different foods, including fruit and vegetables. This encouraged good eating habits and supported children's health and wellbeing. The childminder was also offering water or milk to drink. This was in line with current nutritional guidelines, and helped reinforce good dental hygiene.

The childminder had a good knowledge of how to keep children safe, and confidently discussed the procedures she would use if she had any concerns. This ensured the safety and wellbeing needs of the children. We suggested the use of chronologies to the childminder. Implementing these will support her in assessing children's wellbeing needs. These could also assist her in considering the support that is needed at the time.
<http://hub.careinspectorate.com/media/468617/practice-guide-to-chronologies-2017.pdf>

A medication policy developed since the last inspection was discussed with the childminder. She confidently described procedures linked to the administration of medication, including parental permission and signatures. This helped to keep children safe whilst supporting their health and wellbeing. We suggested that the childminder combine the two medication sheets she was currently using into one. This will support her in gathering essential information in a simpler format.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of environment

Findings from the inspection

The childminder's home was clean, tidy and well maintained. This contributed to the children's health and wellbeing. There was good space in the conservatory playroom for the children to play and eat.

A range of toys, books and role-play resources were available for the children to access, including age appropriate resources for younger children. This encouraged children to be active in their learning and supported age appropriate stimulation. The childminder gave examples of baking, craft and sensory activities that the children participated in, including play dough and crispy cakes. These experiences offered children some opportunities to be creative. Open-ended resources and loose parts including pots and pans, and boxes were not available during the inspection. We suggested that the childminder use best practice guidance to support her in developing different play experiences. This will develop the children's creativity and imaginary skills. Links below:

Building the Ambition:

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

Loose parts:

<http://hub.careinspectorate.com/media/405223/loose-parts-play-toolkit.pdf>

Children participated in a number of outdoor experiences that benefitted their health and wellbeing. This included trips to the park, walks to nursery, soft play and local community centres. Children regularly accessed the childminder's large garden area, which housed fixed wooden play equipment for them to explore, as well as other resources including tents and car mats. This contributed to keeping children active and encouraged children's imaginary skills. 'My World Outdoors' guidance could provide ideas for extending outdoor play opportunities for the children. We discussed the use of this with the childminder, in addition to the incorporation of more sensory-based experiences such as sand and water. This will allow children to develop their learning whilst discovering the attributes of the natural outdoor environment.

<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>

The childminder supported older children in assessing risks when outdoors, particularly when walking to and from nursery. Children actively participated in assessing potential dangers whilst the childminder ensured their safety through risk assessment. This encouraged children to be responsible and keep themselves safe.

We did not observe a nappy change; however, the childminder was able to talk to us about her nappy changing procedures. We found these to be in line with current best practice guidance. This minimised the risk of infection and kept children healthy.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of staffing

This quality theme was not assessed.

Quality of management and leadership

Findings from the inspection

The childminder engaged with parents in a variety of different ways, including text message, online chat, newsletter and questionnaires. She also sought children's views via child questionnaires, which encouraged their inclusion. Information about the service and children's day shared with parents encouraged them to be involved in their child's learning as well as the life of the service. We suggested that the childminder consider other methods of engaging with children and parents in order to enhance opportunities for their involvement and feedback.

The childminder had attended core training such as food hygiene, child protection and first aid. We found that she had a good knowledge of this. Examples of this knowledge included what she would do if a child choked and how she would maintain effective infection control procedures. This contributed to children's safety, health, and wellbeing.

The childminder accessed a range of opportunities to support her in developing her knowledge and skills, including online webinars. She discussed how she had used links within the Scottish Childminding Association (SCMA) to assist with queries and her practice. She was also a member of the local childminding group. She used the group's professional discussions to support the development of her practice and gave examples of things that were discussed. The childminder should continue to seek out further development opportunities to build on her knowledge and skills. This will support her in improving and evaluating her service, whilst expanding on the activities available to the children. **See recommendation 1.**

The childminder was not yet using best practice to evaluate her service. This limited the types of experiences available to the children. We suggested using documents such as 'Your Childminding Journey' and 'My Childminding Experience' to support her with this. (See links below.) Further use of best practice will help the childminder to improve on the quality of experiences she provides for the children. This will also support her with the development of her practice and service overall.

<http://hub.careinspectorate.com/media/582717/my-childminding-experience.pdf>

<http://www.childmindingjourney.scot/>

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. In order to support better outcomes for children, the childminder should access training or other developmental opportunities that will assist her in building on her knowledge and skills. This will also support her in improving and evaluating her service.

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

Grade: 3 – adequate

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

Mrs Mann should write down feedback she receives from parents and the actions she takes as a result to change the care and support she provides and the policies she follows.

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

This recommendation was made on 25 February 2014.

Action taken on previous recommendation

The childminder had not yet started to write down any additional feedback that she had received from parents. This recommendation has not been met. An amended recommendation has been made.

Recommendation 2

Mrs Mann should further develop personal planning records for each child to show that she is effectively meeting their health, welfare and safety needs with the involvement of the child's parents, and where age appropriate, the child.

National Care Standards Early Education and Childcare up to the age of 16 - Standard 3: Health and Wellbeing, and Standard 14: A Well-managed Service

This recommendation was made on 25 February 2014.

Action taken on previous recommendation

The childminder had developed separate personal record folders for each individual child that were regularly checked and updated by parents. This recommendation has been met.

Recommendation 3

Medicine policy - Mrs Mann should develop a written policy on giving children medicine in line with current published guidance.

National Care Standards Early Education and Childcare up to the age of 16 - Standard 3: Health and Wellbeing, and Standard 14: A Well-managed Service

This recommendation was made on 25 February 2014.

Action taken on previous recommendation

A medication policy had been developed by the childminder and was found to be in line with current published guidance. This recommendation has been met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Enforcement

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

Inspection and grading history

Date	Type	Gradings	
25 Feb 2014	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 4 - Good Not assessed
7 Sep 2010	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
22 Apr 2009	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good Not assessed

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