

Mandy's Childminding Child Minding

Type of inspection: Unannounced
Inspection completed on: 9 August 2018

Service provided by:
Dempster, Mandy

Service provider number:
SP2017988719

Care service number:
CS2017353321

The service

Introduction

The service registered with the Care Inspectorate in June 2017. This is the service's first inspection.

Mandy's Childminding is registered to provide a care service to a maximum of 6 children at any one time under the age of 12, of whom no more than 3 are not yet attending Primary School and no more than one is under 12 months. Numbers are inclusive of children of the childminder's family. Overnight care may not be provided. Minded children cannot be cared for by persons other than those named on the certificate.

The service is located in Lochore, near Lochgelly in Fife, close to local amenities and natural wooded areas including parks and nature walks. Children have access to a designated playroom and a toilet which is only used for childminding purposes. There is also an outdoor play space to the rear of the property which is directly accessible from the playroom. The childminder's living room is used as a quiet space for children to relax and sleep.

The childminder states that her aims and objectives are:

"My aim is to provide a childminding service for working mums, dads and carers where they will feel reassured that their child/children are safe, and being nurtured. I aim to provide a happy, caring atmosphere which is more of a family home environment rather than nursery orientated."

What we did during our inspection

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

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.

During the inspection process, we gathered evidence from various sources, including the following:

- the childminder's policies that she shared with parents, including settling in, medication and child protection
- children's records and registration information
- the childminder's training certificates and other documentation
- discussions with the childminder
- observations of the childminder's interactions with the children present at the time of inspection
- the toys, equipment and play spaces available for children.

Views of people using the service

Children were playing happily together, sharing toys and confidently exploring the play spaces indoors and outdoors. They had built strong and trusting relationships with each other and with the childminder and there was a caring and nurturing atmosphere where children could feel safe and secure. Their confidence in the setting was demonstrated by the ways they could tell us about what they liked about the service and what they did when they were with the childminder. They said:

"I like feeding the baby and putting her in the buggy." (about role play experiences in the service)

"We go to the park and stuff."

"I like painting when my sister's not here."

We sent out Care Standards Questionnaires before we visited the service. Parents who returned the questionnaires were generally happy with the service provided. They told us:

"Clean, safe and nurturing environment. Toys change frequently so there is always new and stimulating things for the children to do."

"Structured activities with learning at the forefront, either take place in the home or in the community."

Self assessment

The self assessment gave some examples of service strengths for each theme. This could be further developed to show any areas identified for service development. More consideration could be given to the wellbeing indicators and the new Health and Social Care Standards.

What the service did well

Children were confident, kind and respectful of each other in the service. Strong friendships had been built between children and the childminder had built positive and trusting relationships with children and families alike. The 'home from home' environment was welcoming and inclusive and children had choice over their own play experiences. Use of the local community in play was good and this supported children to remain active and healthy as well as giving them access to risky play opportunities. The childminder was committed to creating a high quality service and was keen to learn and develop as a professional.

What the service could do better

We have made one recommendation as a result of this inspection. This asked the childminder to consider:

- proactive professional development in early learning and childcare to identify strengths and areas for improvement.

Other areas for improvement identified were the use of loose parts play, consideration of the wellbeing indicators and new Health and Social Care Standards and building meaningful links with the local nursery and primary school to support families more effectively.

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 management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

Children were being cared for by a nurturing and warm childminder who recognised each child as an individual. Each child had their own personal plan which detailed specific information relating to their care needs, wishes and choices. The childminder had taken further observations of children's play and development after gaining basic information from families when their child started in the service. This was helping her to understand how children were progressing and what they were achieving when in her care. This was mainly positive and we asked the childminder to continue to develop the way she observed children and how she recorded this information to share this learning and development with families in a meaningful way. In addition, we asked that she ensure parents sign to say they have seen the information and agree with the achievements and areas for development which have been identified.

The childminder had built positive and trusting relationships with children and families. She told us how she was supporting individual families to engage with other organisations to help meet children's individual needs. She was aware of any consultation with other agencies when this was appropriate and the relationships she had built with parents helped them to feel safe and secure when asking for guidance and advice. This created an inclusive atmosphere where everyone was valued and accepted, whatever their needs and abilities. The childminder recognised children and families as experts in their own experiences and listened to their views and opinions to support and meet their needs, wishes and choices. She had a good understanding of child development which helped her to recognise when children may need additional support, which was beginning to help children achieve their potential.

Healthy lifestyles were being promoted most of the time, with mainly healthy snacks being offered and the introduction of all children having lunch provided by the childminder.

Fruit, soup and pasta were popular choices in the service and we asked the childminder to consider how she could improve the nutritional value of the things she made by using fewer processed, prepared foods and encouraging more homemade, lower sugar and salt varieties. In addition, involving children in making these healthy options would allow them to develop positive attitudes towards food and nutrition in the future.

Children were involved in deciding what they wanted to do each day but a supportive routine for younger children was in place to ensure they felt safe and secure in the childminder's home. The childminder was beginning to understand how to create a routine which met each child's interests and stage of development and we discussed how play opportunities could be further enhanced to offer exciting and challenging play for all children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of environment

Findings from the inspection

Play experiences for children were being supported by mainly stage appropriate resources which allowed them to role play and engage in active, physical play both indoors and outdoors. A variety of toys were available and children played happily together, sharing resources and building friendships. Older children supported younger children to play and rest, showing a sense of responsibility and respect for others. This created a welcoming, safe and secure environment for everyone. The childminder was beginning to source materials to meet children's individual needs and this helped to ensure they were developing and achieving. While we were satisfied with the play experiences on offer, we asked the childminder to consider how she could add more real life, open ended resources into her home to promote more creative and imaginative play which challenges children's thinking. Using 'loose parts' in play can offer children more exciting and relevant play experiences which promotes their development more effectively.

Children had free access to indoor and outdoor play opportunities which allowed them to have independence and choice over where they played and who they played with. Having a designated play space meant children's photos and art work was celebrated and displayed throughout the room, showing respect for their achievements. We asked that the childminder consider how she could declutter some of the indoor display and play spaces to make the playroom more inviting and engaging.

In addition, the environment was mainly hygienic and clean, with the directly accessible toilet helping the childminder to keep spaces safe. This also meant she could reduce the spread of infection within the home. We looked at the space for toileting and nappy changing and found that some resources were being kept within this space behind a fabric curtain. We asked the childminder to remove the curtain and use sealed, plastic boxes for storing additional equipment in this space.

This will ensure children are kept safe and healthy through effective infection control. Before we concluded the inspection, the childminder told us that this had already been actioned and we will follow this up at the next inspection.

The childminder made good use of the local community to extend children's play opportunities such as visiting natural, wooded areas and using other amenities which helped to develop children's social skills and build a sense of community. Visits to the local playgroup alongside trips to the shops helped children to understand how to keep themselves safe in the local community. In addition, the time they spent in natural environments was supporting the access they had to risky play, which allowed children to explore their own capabilities as well as develop an appreciation of the natural world.

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 had made a positive start to her building her business in early learning and childcare. She had aimed to create a 'home from home' environment where children and families were at the centre of her objectives. She had built relationships with families which were trusting and they valued her support and guidance. The family orientated ethos she had developed was helping to build her reputation as a caring, warm and nurturing childminder who wanted to provide a high quality service. Families felt included and respected by the childminder and she stayed in regular contact with them to gain their views and update them on what their children had been doing each day.

The childminder was committed and dedicated to developing her service. The advice we gave to the childminder on the day of our inspection was quickly actioned and, before we wrote this report, many of the guidance documents we had sent were already being used to make changes in the service. In addition, she was building links with other childminders in the area to support her service and create a support network. We asked the childminder to think about ways to be proactive about her own development and recognise her own strengths and areas for improvement in line with the new Health and Social Care Standards. This will ensure the childminder can be reflective and remain up to date with best practice in early learning and childcare, creating a culture of continuous improvement. See recommendation one.

Some training and development opportunities had already been undertaken by the childminder who was keen to learn and improve outcomes for children and families. She had begun to research specific training to meet the needs of particular children in her care and we encouraged her to do this as soon as possible. We also asked that she consider how she could develop more meaningful links with the local nursery and primary school where children attended to ensure a coherent approach was taken to children's continuity of care. Building these relationships can ensure that everyone is supporting children in the best way possible to help them achieve their potential and promote their holistic wellbeing.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. We recommend that the childminder develop her awareness of best practice in early learning and childcare, proactively engaging with relevant documents to recognise her strengths and areas for improvement. Showing how this research has impacted on improving the service will allow her to develop as a professional and make changes to meet the needs of the children in her care. This may also lead to changes to policies and procedures in the service which are shared with families.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

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

There are no outstanding recommendations.

Complaints

There have been no complaints upheld since registration.

Enforcement

No enforcement action has been taken against this care service since registration.

Inspection and grading history

This service does not have any prior inspection history or grades.

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