

## **Bone, Helen** **Child Minding**

Type of inspection: Announced (short notice)  
Inspection completed on: 4 November 2019

**Service provided by:**  
Bone, Helen

**Service provider number:**  
SP2004932852

**Care service number:**  
CS2004074102

## Introduction

This service has been registered since 2006.

The service is registered to provide a care service to a maximum of six children under the age of 16 at any one time, 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 the childminder's own family.

The service is provided in a semi-detached property in Port Elphinstone, Inverurie. The childminder's home is close to local parks and amenities.

The aims of the service include:

- To ensure that the premises are safe and free from hazards.
- To work in partnership with parents.
- To ensure that children are provided with a stimulating environment.

## What we did during our inspection

We compiled this report following a short notice inspection, which took place between 09:30 and 14:30 on 4 November 2019. This inspection was carried out by a Care Inspectorate Early Years Inspector.

During this inspection we spoke with the childminder, four minded children and one of the childminder's children. We spoke with one parent collecting their child following a settling in visit.

We observed the care given by the childminder and reviewed a number of documents including health and safety records, planning tools and certificates of training.

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.

## Views of people using the service

The children enjoyed independent access to activities available in the living room, with the childminder regularly swapping activities with those in the cupboard and in the outdoor storage.

The childminder knew children's preferred activities and ensured each child had access to their favourite toys and activities when then attended her service.

We did not have any parent questionnaires returned before this inspection. We spoke with one parent collecting their child following a second two hour settling in visit.

There were currently five children using the service from four families.

## Self assessment

The Care Inspectorate received a completed self assessment from the childminder.

The childminder identified what they thought the service did well and included examples of how the children and parents were involved in influencing service improvements.

## What the service did well

The childminder was caring and nurturing of the children and supported the children to explore the available resources. She encouraged the children to be kind to each other and share the toys whilst respecting the dignity of the individual child.

## What the service could do better

The childminder should ensure that she assess her learning and development needs on a regular basis and undertakes relevant training/research to meets those needs. The childminder should then reflect on her learning and how this may improve her practice and outcomes for children.

## 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

The childminder was caring and supportive of the children using her service. She had a nurturing manner whilst interacting with the children and supported them to be kind to each other and share the available resources.

The children experienced warmth and kindness from the childminder as she supported and cared for them, which included a cuddle where appropriate.

The childminder knew the children well and ensured each child had access to favourite activities amongst the toys available when they were in her home.

Children had a choice of activities in the living room, (the main playroom) and the childminder was quick to respond to children when they wished to play with an activity which was in the cupboard.

The childminder was responsive to children's needs and anticipated individual needs during their time in her service.

Each child had a personal plan, in which, following discussion, the parents and childminder had recorded each child's care and support needs. Whilst the initial information was comprehensive, the records were not dated and had not been updated. **(See recommendation 1)**

The childminder regularly discussed the care and support needs of each child with parents and a parent confirmed that the childminder was responsive to any changes in the support needs of their child.

The childminder maintained a daily diary for younger children, which detailed what each child had experienced that day, this was shared with parents at the end of the session. Parents took the diary home to read and returned it at the next session. Parents were kept fully informed about their child's day.

One child was visiting for an initial two hours 'settling in session.' Whilst the childminder had enough information recorded to ensure the safety of the child, we discussed that all children in the sole care of the childminder should have the service's comprehensive registration information completed and signed by parent(s). This promoted consistency of care from a child and family's first 'settling in session.'

Whenever possible the childminder promoted positive reinforcement of children's behaviour, keeping a calm and nurturing manner throughout the interactions.

The childminder had clear expectations about children's behaviour towards each other and supported the children to ensure this was respected.

## Requirements

**Number of requirements:** 0

## Recommendations

### Number of recommendations: 1

1. To fully promote individual children's changing care and support needs the childminder needs to ensure that all agreed changes are accurately recorded within each child's personal plan. All personal plan information to be regularly reviewed with parents at least every six months.

**This is in order to ensure care and support is consistent with the Health and Social Care Standards, which state that, "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15) and that, "I receive high quality care and support based on relevant evidence, guidance and best practice." (HSCS 4.11)**

**Grade:** 4 - good

## Quality of environment

### Findings from the inspection

The service was provided from a semi-detached family home with a secure rear garden.

The children were comfortable in the childminder's home and with her family.

The childminder's home was safe, secure, well maintained and had a new kitchen fitted since the last inspection.

The children played mainly in the living room using the kitchen area for snack, meals and messy play.

The children ate snack and their packed lunches at a child sized table in the kitchen. The childminder encouraged conversation amongst the children whilst they ate their snack and later their packed lunches. The meals were unhurried and in a relaxed atmosphere.

The childminder ensured the child attending school nursery after lunch ate lunch in her home before driving to school. This supported each child to have a relaxed and enjoyable mealtime.

The childminder provided the children with individual water bottles and ensured the children were drinking regularly. This promoted good hydration for children.

The family had an older Labrador dog which tended to lie in the corner of the room and with which the children appeared comfortable.

The childminder undertook effective infection control processes, for example ensuring the children washed their hands before eating.

The childminder supported the three children to explore the available resources and extended their play where appropriate. As the children were younger, they mostly played alongside each other with the childminder joining in the play and reading stories where appropriate.

The children played outside daily unless the weather was particularly cold or wet. They regularly visited various

places in the local community, which included local cafés, where they would have snack with another childminder and her children.

There were some children who had a regular sleep whilst using the childminder and usually slept on the couch, in a buggy or a car seat. This is not recognised best, safe practice particularly for children around one year old or younger. **(See recommendation 1)**

We discussed how the childminder may support children to develop their skills through a balance of organised and freely chosen extended play which included open ended and natural materials.

Best practice references discussed (this list is not exhaustive):

Safe Sleep Scotland: <https://safesleepscotland.org/resources/>

The Lullaby Trust: <https://www.lullabytrust.org.uk>

Building the Ambition:

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

Eating Well - Packed lunches for 1-4 year olds:

[http://www.firststepsnutrition.org/pdfs/Packed\\_lunches\\_Web\\_version\\_Mar\\_2015.pdf](http://www.firststepsnutrition.org/pdfs/Packed_lunches_Web_version_Mar_2015.pdf)

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. To promote children's health, wellbeing and safety the childminder needs to ensure she follows current best practice safe sleeping guidance for all children in her care.

**This is in order 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:** 4 - good

## Quality of staffing

This quality theme was not assessed.

## Quality of management and leadership

### Findings from the inspection

The childminder had good relationships with children and parents. She discussed children's needs with parents daily, undertaking any necessary changes to her care and support of the children.

We discussed the benefit of completing a chronology for each child detailing any significant changes in a child's life and how the childminder would now best support the child. These discussions with parents would be part of a child's personal plan information and provide a useful history of a child's changing care and support needs.

The childminder gathered feedback from her children and parents, and this then influenced improvements to her service or contributed to ideas for activities and outings. Children and parents' preferences were respected and had some influence on forward planning in the service.

Whilst the childminder gathered some feedback, we discussed ways in which she should undertake more comprehensive, regular assessment of all aspects of her service and how this information could then be used to improve her overall service. This would support children and parents to be more meaningfully involved in influencing how the service operates and develops.

The childminder had up to date training in respect of pediatric first aid and elementary food hygiene and demonstrated appropriate knowledge and practice in those areas.

The childminder demonstrated appropriate knowledge in respect of keeping children safe, however had not updated her child protection training for several years.

The childminder had not kept all core training up to date, that is child protection, food hygiene and pediatric first aid and had not undertaken any additional training. **(See recommendation 1)**

The childminder had attained her Childcare, Learning and Development, SVQ Level 3 in 2016 and we discussed some of the best practice documents which she would have referenced and newer documents which would be useful reference tools for her in the provision of her service.

Some service policies did not contain current information, this included the child protection policy which did not reference the correct contact details should the childminder have a child protection concern. **(See recommendation 2)**

Best practice references (this list is not exhaustive):

My Childminding Experience

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

Your Childminding Journey (website)

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

Self-evaluation for improvement - your guide

[https://www.careinspectorate.com/images/documents/5270/Self evaluation for improvement - your guide.pdf](https://www.careinspectorate.com/images/documents/5270/Self%20evaluation%20for%20improvement%20-%20your%20guide.pdf)

National Guidance for Child Protection in Scotland

<http://www.cne-siar.gov.uk/childProtectionCommittee/documents/Guidelines2014.pdf>

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 2

1. To promote best care and support, health, wellbeing and safety of the children in her care, the childminder is to ensure that she regularly undertakes an assessment of her training and development needs and the needs of the children. The childminder is to then undertake regular, relevant, comprehensive training which influences her knowledge, best practice and improving outcomes for children and families.

**This is in order to ensure care and support is consistent with the Health and Social Care Standards, which state that, "I have confidence in people because they are trained, competent and skilled and are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14) and that, "I receive high quality care and support based on relevant evidence, guidance and best practice." (HSCS 4.11)**

2. To fully support the health, wellbeing and safety of children the childminder needs to review the service policies and procedures and amend documents as necessary to ensure all contain current best practice information.

**This is in order to ensure care and support is consistent with the Health and Social Care Standards, which state that, "I receive high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11) and that, "I experience high quality care and support because people have the necessary information and resources." (HSCS 4.27)**

**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

In order to meet the health, welfare and safety needs of children, the childminder to ensure the accurate, comprehensive recording of each child's medical support needs in relation to allergies. This is to include, but not exclusively:

- accurate description of symptoms indicating an allergic reaction
- name of medicine to be administered
- dosage instructions for medication.

**National Care Standards early education and childcare up to the age of 16. Standard 3: health and wellbeing and Standard 14: well-managed service.**

**This recommendation was made on 18 August 2015.**

#### Action taken on previous recommendation

The childminder does not have any children with allergies using her service at the moment but now has appropriate pro forma to be used should this be required. The childminder has an appropriate understanding of the necessary information.

#### Recommendation 2

The childminder is to develop strategies which effectively involve children and parents in regularly assessing and improving the quality of the overall service.

**National Care Standards early education and childcare up to the age of 16. Standard 13: improving the service and Standard 14: well-managed service.**

**This recommendation was made on 18 August 2015.**

#### Action taken on previous recommendation

The childminder did not yet have quality assurance systems which regularly and effectively assessed her service. Please refer to the Quality of Management and Leadership for further information.

## 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	Gradings	
30 Jun 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	4 - Good
28 Jul 2014	Unannounced	Care and support	4 - Good
		Environment	3 - Adequate
		Staffing	Not assessed
		Management and leadership	4 - Good
5 Aug 2010	Announced (short notice)	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
5 Oct 2009	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	Not assessed
21 Aug 2008	Announced (short notice)	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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