

Smith, Shona Child Minding

Type of inspection: Unannounced
Inspection completed on: 4 December 2019

Service provided by:
Smith Shona

Service provider number:
SP2003908292

Care service number:
CS2003014040

Introduction

This service has been registered since 6 February 2003.

Shona Smith, referred to as the childminder throughout this report, provides a large childminding service. The service was registered with the following conditions:

From 01 February 2009 to 31 December 2009, to provide a care service to a maximum of 8 children at any one time under the age of 16, of whom a maximum of 6 will be under 12, of whom no more than 4 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family.

From 01 January 2010, to provide a care service to a maximum of 8 children at any one time under the age of 16, of whom a maximum of 6 will be under 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminders family.

Other conditions of registration:

Overnight service will not be provided.

The service will be provided at the address detailed in the notice granting registration.

Darren Smith and Wendy McGill are employed as assistants.

The childminder provides her childminding service from her home in Carronshore. She uses the areas available in her home to provide a range of stimulating activities and to meet children's individual needs. During the inspection the child played imaginatively with the toys supported by the childminder who responded well to the child's needs. The garden and the local community provided opportunities for children to be active and to socialise with their peers.

The main aims of the service included:

"To provide a safe, loving home environment for the children to grow and thrive. I will help to do this by following the 3 main components of quality care which are:

- Child development
- Curriculum
- Observing, recording and assessing development."

A full statement of aims and objectives is available from the service on request.

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 from 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 SHANARRI wellbeing indicators. Information on SHANARRI can be found at: <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

What we did during our inspection

We wrote this report following a short notice inspection. This was carried out by one early learning and childcare inspector on Wednesday 4 December 2019. We visited between 09:30 and 12:30. We provided feedback to the childminder at the end of the inspection process.

As part of the inspection, we took account of the annual return and the self-assessment that we asked the childminder to complete and submit to us. We sent three care standard questionnaires asking the childminder to distribute them to parents. One family returned a completed questionnaire to us.

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

We spoke with:

- the child present
- the childminder.

We observed and viewed:

- the environment
- the childminder's practice and interactions with the child
- the child playing.

We looked at the following evidence:

- children's records.
- a sample of policies and procedures
- administration of medication records
- photographs of children's experiences
- accident incident recording format
- registration certificate
- Public liability and car insurance certificates.

We took account of the above information when we evaluated the service and wrote this report. Please note that parents and carers will be referred to as parents throughout the report.

Views of people using the service

The young child present was relaxed and confident in the service. She moved around the lounge choosing from a range of toys and activities. The childminder responded to the needs of the child using warmth, kindness and compassion.

One completed Care Standards Questionnaire (CSQ) was returned by a parent who said that, overall, they 'strongly agreed' that they were happy with the quality of care their children received. They described methods of communication that ensured information was shared about the changing needs of the children and that children's progress was shared with them. They said that children benefitted from a range of activities and experiences that supported them to achieve.

Self assessment

Every year childminders must complete a 'self-assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

What the service did well

The childminder worked closely with families listening to their views and acting on their wishes, so they felt valued and included. Children were cared for in a homely environment that supported them to relax and to have fun when taking part in a range of age appropriate activities. They felt safe and secure through having a sense of belonging in the family home and opportunities to achieve and develop a variety of skills as a result of their experiences. Effective partnership working with families meant they were involved in reviewing and developing the quality of the service. Families felt included and valued and as a result built trusting relationships with the childminder.

What the service could do better

Children's social and physical skills, confidence, self-esteem and creativity were developed through a balance of organised and freely chosen extended play, including using open-ended and natural resources. We discussed developing these experiences further through for example, the use of treasure baskets for younger children extending the use of natural resources indoors and the benefits for young children. We discussed ways that self-evaluation could be further developed in the service and sign posted the childminder to good practice guidance that will support this process. This will support her to continue to improve learning experiences offered to ensure best outcomes for children.

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 valued partnership working with parents gathering information and encouraging trusting and respectful relationships. The care and support agreed kept children safe and healthy and regular reviews ensured that children's changing needs were appropriately met. Listening to the views of families and acting on their wishes meant that they were valued and included. Children were supported by a caring and nurturing childminder. We saw loving and trusting relationships during our visit that resulted in the child feeling safe and secure.

Children attended community-based activities including for instance, soft play and emergency services day. They were becoming active members of their local community and had opportunities to learn to assess and manage

risks and develop confidence during physical play. For example, the use of local parks, a local walk called the 'squigly', exploring the river and visits to the local farm to feed the animals enabled them to explore the natural environment. Children were achieving when playing board games. Favourites included 'jenga' and jigsaw puzzles. They were encouraged to be respectful and responsible through sharing and taking turns.

Good practice guidance including 'Setting the Table' and 'Food Matters' supported practice that encouraged children to have a healthy relationship with food. They were included in choosing snacks and talked about healthy eating. The childminder recognised the benefits of children taking part in meaningful activities that supported them to develop life skills including baking and cooking activities.

Speaking with the childminder, we were confident that she understood her role in protecting children. She was aware of whom to report concerns to and possible signs of abuse, this would help keep children protected from harm. Similarly, good systems were in place for recording the administration of medication and accidents and incidents. Procedures such as these, kept children safe and healthy.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 – very good

Quality of environment

Findings from the inspection

Children were cared for in a homely environment that supported them to relax and to have fun when taking part in a range of age appropriate activities. The child present played imaginatively with a doll feeding her with a bottle. The child then helped the childminder build the wooden train track. We discussed the use of treasure baskets for younger children extending the use of natural resources indoors and the benefits for young children. The childminder could research Elinor Goldschmied's treasure basket to support this development. Children enjoyed their experiences in the local community. A favourite activity was walking through the leaves when in the woods developing their speech and language talking about for example, 'swishing' in the leaves. Children felt safe and secure through having a sense of belonging in the family home and opportunities to achieve and develop a variety of skills as a result of their experiences.

The childminder's home was safe, secure and to a high standard of cleanliness. She took a risk benefit approach to reducing potential hazards. The childminder managed her environment very well to promote children's safety and wellbeing. For example, she carried out risk assessments and put measures in place to reduce hazards. Children were safe and protected from harm.

The childminder was aware of good practice guidance that supports evaluation and development of the environment and experiences for children. We have referenced some of the guidance she was aware of and used in practice:

My World Outdoors - available at www.hub.careinspectorate.com

Loose Parts Play - available at www.inspiringscotland.org.uk

Our creative journey available at www.hub.careinspectorate.com

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

Effective partnership working with families meant they were involved in reviewing and developing the quality of the service. Sharing photographs and information about children's experiences kept parents informed about their child's learning experiences and involving children in making choices about their experiences meant they felt included and valued and as a result built trusting relationships with the childminder. Parents felt confident to speak with the childminder about any concerns or if they required support.

The childminder had a professional attitude to managing her service. She was working towards attaining the benchmark qualification for her partnership role with the Local Authority. Meeting the National standard will result in the service working towards the aim of the expansion of early learning and childcare by delivering a high-quality service that will help children fulfil their potential and contribute to closing the poverty related attainment gap. The childminder reflected on practice enabling her to meet children's individual learning and care needs supporting their health and wellbeing.

The childminder had a professional attitude to managing her service. For instance, she continued to develop her knowledge and understanding of current practice in early learning and childcare through keeping mandatory training up-to-date and by working towards attaining an SVQ level 3 Social Services (Children and Young People). The impact of her studies included the review and development of policies and procedures. Her continued professional learning reassured families and gave them confidence that the service was managed well, and children's wellbeing was being supported. The childminder had maintained her record of continuous learning to show what she was learning and how this was used in practice to benefit outcomes for children. She had reflected on practice resulting in improved outcomes for children. We discussed ways that self-evaluation could be further developed in the service and sign posted the childminder to good practice guidance that will support

this process. For example, we discussed the increased use of the wellbeing indicators supporting children to chat about how they were being supported to be safe, healthy, active, nurtured, respected, responsible and included.

References:

Your Childminding Journey available at www.childmindingjourney.scot

My Childminding Experience available at www.hub.careinspectorate.com

National Health and Social Care Standards – available at www.scot.gov.uk

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

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

There are no outstanding recommendations.

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
10 Jul 2017	Announced (short notice)	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>5 - Very good</div>
22 Jul 2015	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>5 - Very good</div>
12 Jul 2013	Announced (short notice)	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>Not assessed</div>
12 Jul 2010	Announced (short notice)	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>Not assessed</div>
3 Jun 2009	Announced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>Not assessed</div>
25 May 2008	Announced (short notice)	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>4 - Good</div>

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