

Buzee Bubs Child Minding

Livingston

Type of inspection:
Unannounced

Completed on:
24 August 2021

Service provided by:

Service provider number:
SP2010978523

Service no:
CS2010251499

About the service

Buzee Bubs was registered with the Care Inspectorate on 01 April 2011. The service is provided by Kerry Brash who will be referred to as the childminder in this report. The service can care for a maximum of six children at any one time up to 16 years of age, of whom no more than three are not yet of an age to attend primary school, and of whom no more than one is under 12 months. Numbers are inclusive of the childminder's family and minded children cannot be cared for by persons other than those named on the certificate. Overnight service will not be provided.

The service operates from the childminder's home in a residential area in Livingston, West Lothian. It is close to local amenities, parks, and bus routes. Children use the living/dining room as a playroom. The bathroom is located upstairs, and a fully enclosed safe garden is accessible from the kitchen.

The childminder's aims include:

- to provide a quality childcare service
- to assist in furthering the child's all round development.

We carried out an unannounced inspection on Thursday 19 August 2021 between 12:00 and 14:00. This allowed us to see where children were cared for and observe children in attendance in their play and interactions with the childminder. Further evidence was reviewed via email and feedback was given by video call on Monday 23 August 2021.

We are testing our new ELC quality framework for daycare of children, childminding and school aged childcare. This inspection was included as part of the test. We have evaluated the service based on key questions and quality indicators linked to the framework. As this was a test, we will not be publishing the evaluations. More information about the quality framework and methodology can be found on our website www.careinspectorate.com

What people told us

One child was present during the inspection and was settled and contented in the childminders home. We observed him enjoying his lunch and then playing with trucks. He was happy to show us the toys and handed us some of them to look at.

We invited parents to offer feedback about the service and they told us:

"Kerry is very accommodating and nothing is ever a problem for her. If I need my child collected or dropped off, then nothing is too much."

"Kerry participates in an online zumbini class which she attends with my child. I like this as my child enjoys singing and dancing."

"Kerry gives me feedback about my child's progress every day."

"I received a newsletter from Kerry at the beginning of Covid-19. Kerry has kept in touch via text messages throughout Covid-19."

How good is our care and learning?

1:1 Nurturing Care and Support.

Children were settled and contented in the childminder's care, and we observed positive and loving interactions. The childminder identified children's specified needs and through discussion with parents, supported them to work toward next steps to reach their full potential.

Mealtimes were a positive and sociable occasion. Younger children were given the opportunity to develop their independence and feed themselves, with appropriate support from the childminder if needed. Their views about what and how much they would like to eat was respected. Children's health was supported because the childminder used the NHS Scotland guidance 'Adventures in Foodland' when menu planning healthy snacks.

Children slept when they needed to in the childminders home, as agreed with parents. Children's needs were respected. We observed one child being comforted by the childminder who gently stroked his back as he went to sleep. She monitored children when they slept to keep them safe.

Every child had a family information record, which contained some relevant information to support their health, welfare and safety needs. We advised the childminder to develop a clear system to ensure that personal plans reflected the all-round needs of the child. This would improve their wellbeing and support positive outcomes. We suggested that children and parents should be involved when making decisions about the child's care and development. The childminder was very responsive to our advice and had begun to make improvements before the end of the inspection.

To keep children safe and healthy, we advised that there was scope for the childminder to develop her understanding of the management and administration of medication. For example, we discussed the importance of a child having the first dose of new medication at home to ensure that the child does not have an adverse reaction to it. We advised that such detail should be recorded on the administration of medication consent form. We signposted her to the best practice document 'Management of medication in daycare of children and childminding services'.

1:2 Children are safe and protected.

The childminder knew her responsibilities in relation to child protection and safeguarding concerns, to keep children safe and protected from harm. This was reflected in her detailed child protection policy, which she shared with parents. We suggested that in order to keep up to date with emerging issues within society, it would be of benefit to her to update her child protection training.

1:3 Play and learning.

We saw photographs of children engaged in a wide range of spontaneous and planned quality play experiences, both in the childminders home and in the local community. Children enjoyed regular outdoor play in the local woods where they were able to take appropriate risks and lead their uninterrupted play. Younger children benefited from open ended creative and sensory play, which included chocolate 'mud' cereal and toy animals to support their developing imagination. We observed the childminder responding to children's request for her to read stories.

The childminder welcomed our advice to develop her practice when observing and recording children development and learning through play. We explained how this could link to children's individual development plans to support progress. Similarly, we discussed the benefits of keeping a book with photographs of children at play when in the childminders care. This would allow children to revisit and reflect on their learning, develop language skills and support them to become involved in planning future play experiences.

Areas for improvement

How good is our setting?

2:2 Children experience high quality facilities

Children were relaxed and happy in the childminder's home, which was comfortable, homely, and welcoming. The childminder maintained the clean, well ventilated, and organised environment to a very good standard. Infection control and food safety practices kept children safe.

We saw well-resourced play areas. Messy floor play on a large plastic sheet, such as jelly balls in water, allowed children to create and explore using their senses. The table provided a space for crafts and mealtimes. There was a large comfortable settee which children used when they wanted to relax or have some quiet time. Access to the recently developed garden offered active play opportunities within the service.

Community outings to places of interest, such as the woodland area and country parks encouraged active play. Children enjoyed climbing trees which provided opportunities to learn how to assess and manage risk. Regular outdoor play positively contributed to children's good health and wellbeing. Due to the easing of Covid-19 restrictions, children were now able to be more socially involved in their local community by returning to the toddler group.

Toys were stored in bags in the hall cupboard and in the garden shed, when not in use. We suggested to the childminder that the storage of resources limited opportunities for children to independently make choices about what they would like to play with. We discussed with the childminder that she could consider having a pictorial book of toys and equipment for both indoors and out. This would support children to be able to make choices about where and with what they would like to play with. The childminder liked this idea and planned to develop it.

The childminder kept children's information records safely stored. We suggested that she should familiarise herself with general data protection requirements (GDPR) to ensure that she complied with relevant best practice. Similarly, she could develop a policy to inform parents about her practice and their rights in relation to using and protecting children's data. We signposted the childminder to the website of the Information Commissioners Office at <https://ico.org.uk/>

How good is our leadership?

3:1 Quality assurance and improvement are well led

Children and families were involved and influenced change in the service. For example, the childminder used questionnaires to seek parents' views about the care provided. As a result, she had developed the garden to make it suitable for all year use. Similarly, she regularly sought children's views about what they would like to do when in her care. We discussed with the childminder suggestions about how she could make use of open-ended questions to seek children and parents' views. This would give children and parents the freedom to express their ideas and thoughts and provide the childminder with more information to support improvement. We discussed how she might record their views to support her to effectively reflect on and enhance the service.

The childminder was committed to improving her service and wanted the best outcomes for children and families. We suggested that she could introduce a self-evaluation approach to support the ongoing journey of improvement required in meeting children's care and development needs. We reminded her to make use of national practice guidance to support self-evaluation. This could include 'Realising the Ambition', 'The Health and Social Care Standards' and 'A quality framework for daycare, childminding and school aged children' to support self-evaluation. Similarly, we signposted the childminder to the bite-size 'Quick Win' videos about improvement, which, along with the framework documents can be found on the Care Inspectorate 'Hub'.

We discussed that she could record changes made as a result of self-evaluation and how these changes resulted in improved quality outcomes for children. For example, she could explore the possibility of capturing the success of improvements and plans for continuous improvement in a journal with recorded outcomes and photographs. This could be shared with children and families to include their views about improvements made.

How good is our staff team?

4:1 Staff skills, knowledge, and values

Children were cared for by a childminder who was compassionate, nurturing, kind and responsive to their needs. We saw that children had a positive relationship with her and sought comfort and reassurance from her when required. The childminder had a clear understanding of how children develop and learn. As a result, she was skilled in identifying and supporting children's individual needs and interests.

The childminder was enthusiastic to develop her skills to support children to reach their full potential. She had reflected and self-identified training needs to improve outcomes for children. This included Signalong to support children's communication skills and a course about developing confidence when communicating with parents. She told us that she was on a waiting list to renew first aid training and planned to refresh child protection guidance.

To ensure that professional development opportunities linked directly to outcomes for children, the childminder recorded her learning from training. She recorded how this impacted on her practice and outcomes for children, which helped her to identify further training opportunities.

The childminder was a member of the Scottish Childminding Association (SCMA), who kept her informed of current best practice. We signposted her to some national practice guidance to research and further enhance her knowledge and build confidence and capability to provide a high-quality service. These included 'Realising the Ambition', 'My Childminding Journey' and 'Our Creative Journey'.

Complaints

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

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