

# Copeland, Diane Child Minding

Lockerbie

**Type of inspection:**  
Unannounced

**Completed on:**  
30 August 2021

**Service provided by:**

**Service provider number:**  
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**Service no:**  
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## About the service

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](http://www.careinspectorate.com)

This service transferred its registration to the Care Inspectorate on April 2011.

Diane Copeland is registered to provide a childminding service. The service is registered to care for a maximum of 6 children at any one time under the age of 16, of whom no more than 6 are under 12 years of age, 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 childminder's family.

The service is in a quiet, residential area of Dumfries & Galloway. The childminder provides her service from her home, which has a garden to the rear of the building. The childminder's home is within walking distance of the local school, parks and shops.

On the day of the inspection, there were three young minded children and a school aged child present. The children appeared comfortable and happy in the childminder's care.

A statement of aims and objectives is available for parents.

## What people told us

We spoke to the children who were present during the inspection and observed how they interacted with the childminder and each other. We observed how they used the space and the toys available.

Children told us that they liked coming to DiDi's. They told us about the activities they enjoyed, which included learning how to knit and they liked going to feed the ducks.

We spoke to two parents following our visit. Parents were very happy with the care provided. They trusted the childminder and felt that she was "almost like a second mum" to their children. Parents were confident that she knew their children well and told us that she is "very flexible with meeting the needs of the family. She's brilliant with the children".

Parents said:

"She is fantastic at what she does - very focussed on caring for the children not the paperwork."

"She keeps us up to date with how she is keeping children safe - like changes in cleaning routines and Covid guidance."

"Newsletters are very helpful and so is the communications book which lets me know what they've been doing."

"Di goes with what the children want to do and is happy to let my child take the lead in her play."

"I'm really happy with the care provided."

## How good is our care and learning?

### Quality indicator 1: How good is our care and learning?

#### 1.1 Nurturing care and support

#### 1.2 Children are safe and protected

#### 1.3 Play and learning

Children were being cared for in a warm, friendly home environment. The childminder had formed bonds with the children in her care and worked in partnership with parents to ensure that the children's needs were being met. The childminder engaged well with all of the children, supporting them to follow their interests and encouraging them to try out new skills, like knitting and crochet. Their achievements were celebrated and they were praised.

The childminder knew the children in her care very well. She had gathered comprehensive information in their personal plans, which she was now using to create individual development plans for each of the children. Personal plans tell the story of how children have developed skills and interests. The childminder now needs to ensure that these are dated and shared with all parents so that they are aware of how she is nurturing their children.

Throughout the pandemic the childminder had maintained flexible procedures for settling children into new routines and worked closely with parents to ensure that all were supported during this time. She ensured that settling in was flexible and at the child's pace, this helped the development of a secure attachment with each child.

Food is provided by parents. We observed the children eating their snack and found that whilst they sat at a table in the playroom the food was not transferred to plates. As well as being good practice for controlling infection it also makes the experience more sociable. The childminder used this time to engage the children in social conversation and talk about what they had been doing.

Children had a variety of play and learning opportunities whilst in the childminder's care. The childminder used her knowledge of their interests, likes and dislikes when planning their experiences. Children liked going for walks to visit a nearby field of ponies and during our visit they continued with this by building a field and a house for the play ponies. Children played outside every day, helping in the garden and making things. The childminder was available to support children when they needed help and encouragement. She praised their achievements and we observed that the children were confident about telling her what they needed.

The childminder had a clear understanding of her role and responsibilities for keeping children safe and protected. She had attended an online opportunity to update her Child Protection training during the pandemic so that she kept up to date with changes. We discussed her Child Protection procedures and found that she was well aware of the correct procedures to follow should she have any concerns about a child's health and well-being. Adding a chronology to her personal plans would be useful for recording significant events which may help with identifying patterns and trigger reviews.

We were satisfied that the childminder had appropriate infection control procedures in place to support a safe environment for children and their families. For example, we saw that children routinely washed their hands on arrival in the setting and that older children helped with this. All children had their own toy boxes, which were cleaned every day. Parents told us that they wore masks at handover times and were not allowed into the house.

## Areas for improvement

### How good is our setting?

#### Quality indicator 2: How good is our setting?

##### 2.2 Children experience high quality facilities

Children were being cared for in a warm, welcoming and relaxed environment. Parents felt welcomed and often stopped and spent time chatting to her. The childminder had a good range of toys and play resources. Children had space to move around freely as they played on the floor, relaxed on the sofa and were able to have a quiet time if needed. They were able to choose what they wanted to play with, and we saw that they were very much at home in her care. Each child had their own box of toys which contained the toys they were interested in. These were cleaned at the end of the day and changed to suit children's needs and interests.

We saw that the resources were suitable for the children attending, clean and organised to allow choice. The childminder checked that toys were safe and suitable for children before she bought them and supported them to develop knowledge, skills and interests. Children were encouraged to think for themselves and to be creative. There was a secure outdoor space, where children could play outdoors every day. Parents told us that children were now going outside regularly.

Children had regular access to the wider community which included visits to the park, walks within the surrounding area and meeting up with other childminders. These opportunities allowed the children to meet up with other children and also helped to keep both the children and the childminder connected to their local community. The childminder had a cautious approach to risk because she was very aware of her responsibilities for keeping children safe. However, she did tell us about times when she had supported children to try out activities like climbing trees and balancing on walls because she appreciated that they needed the opportunity to learn how to keep safe.

The childminder's home was clean and well cared for. Children routinely washed their hands when they arrived at the childminder's home and after playing outdoors. We asked the childminder to review where her toileting procedures to ensure that good infection control is maintained and children's rights to privacy and dignity are taken into account.

### How good is our leadership?

#### Quality indicator 3: How good is our leadership?

##### 3.1 Quality assurance and improvement are led well.

The childminder had the children's interests and welfare at the heart of her practice. She had developed friendly and trusting relationships with parents. Parents were confident that they could talk to her and discuss any concerns they had. Parents valued the regular newsletters which provided information them with information about the service. The childminder was open to suggestions and feedback from parents and they told us that newsletters often asked for their suggestions. Parents were very supportive of the childminder and clearly valued her service. They were very willing to tell us about how she had supported them through current challenging times. The childminder involved children in planning their activities and care. We observed that the childminder respected the children as individuals, listened to them and supported their individual needs well.

Whilst she had not formally evaluated her service before this inspection, she was aware of the new document "A quality framework for daycare of children, childminding and school aged childcare". She had completed self evaluations using the SHANARRI wellbeing indicators before the Covid pandemic which described the strengths of her service and improvements she had made. The childminder has a statement of aims which was reviewed just before the Covid pandemic and shared with parents. It set out how she intended to meet the needs of the children and their families attending the service.

The childminder did not formally reflect on how well her service is meeting the needs of children and their families. However, she was mindful of the impact of external factors on her service and adapted what she was doing to take account of these. For example, she had made changes like hand washing on arrival prior to the first lockdown. Parents also told us of how she had made changes based on their suggestions. Whilst she was confident about her service and had some plans for the future, these were not formally recorded in an improvement plan. We have suggested that she begin to formally record her reflections and her plans for improvement so that the story of her service is told.

## How good is our staff team?

### Quality indicator 4 - How good is our staff team?

#### 4.1 Staff skills, knowledge and values

Children were supported with warmth and compassion. The childminder respected each child as unique individuals and responded to their needs and interests kindly. She had formed bonds with the children, and this meant that they trusted her and were happy to be in her care. Parents and children told us how much they liked coming to her house and that they missed her on the days they did not attend. During our visit, we saw that the children were confident about sharing their thoughts and feelings and that they were secure in her care.

The childminder kept up to date with changes in practice. She was a member of the Scottish Child Minding Association (SCMA) and used their publications to keep up to date. She had attended a variety of learning opportunities, which enabled her to meet the specific needs of children and developed her own interests further. The childminder had some links with other childminders in the area which gave her further opportunities to talk about care. The childminder had an up to date First Aid qualification and had attended refresher Child Protection training online, as well as other online opportunities, for example managing behaviour. These provided her with the knowledge and skills to support children's needs effectively.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

The childminder should continue to develop a personal plan for each child using her service, in partnership with parents. The plans should be based on the needs and interests of the child and information gathered from parents and other agencies. They should clearly state how the service will meet the health, welfare and safety needs of each child and should be reviewed with parents at least once every six months and when there are changes.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'my personal plan (sometimes referred to as my 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).

**This area for improvement was made on 11 March 2020.**

#### Action taken since then

The childminder is using the SCMA formats for her paperwork. She gathers comprehensive information about children and their needs and interests. She has developed the way she uses the children's development plan and these now clearly show how she plans to meet children's needs.

She now needs to develop the way she reviews them so that children's achievements are clearly recorded and what will happen next is planned for. She needs to work out how the story of each child's development will be shared with parents.

### 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).

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