

Campbell, Karen Child Minding

Dunfermline

Type of inspection:
Unannounced

Completed on:
16 August 2022

Service provided by:

Service provider number:
SP2003904100

Service no:
CS2003007092

About the service

The childminder provides a service from their home in Comrie, near Dunfermline. Local schools and nurseries are accessible by transport links. The service is close to a park, green spaces, and local amenities. Children have access to a living room, kitchen, ground floor toilet facilities and large enclosed garden.

The childminder is registered to provide a care service to a maximum 6 children under 16 years of age at any given time, of whom no more than 3 are not yet attending school. No more than 1 child under 1 year may be cared for at any given time, except in the case of twins. These numbers are inclusive of the childminder's own children.

About the inspection

This was an unannounced inspection which took place on 16 August 2022 between 15:15 and 17:30. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with 4 children using the service and 2 families provided their views by email.
- spoke with the childminder
- observed practice and daily life
- reviewed documents

Key messages

- Children experienced nurturing and caring interactions from the childminder.
- The children have developed positive attachments to the childminder and each other.
- Children were happy, confident, and settled in the environment.
- Children were involved in regular baking activities.
- Children could choose from a wide variety of age-appropriate resources to extend their interests.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

1.1 Nurturing care and support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Children experienced nurturing care and compassion in how they were cared for. The childminder interacted with children and responded to their needs with a calm approach. We saw loving relationships between the childminder and children as they were cuddled and reassured throughout the inspection. For example, one child was being supported to settle in the service. The childminder gave lots of cuddles, stayed close to the child, spoke to them, and engaged them in play. As a result, children's emotional wellbeing was supported. One parent said, "The childminder is lovely and adores the children, we are lucky to have found her".

The childminder had a very good understanding of the importance of developing secure attachments and their practice was consistent throughout our visit. Children were included and felt part of the childminder's family. One parent told us "The childminder reassures us like our own family would".

The childminder knew individual children's needs and preferences. As a result, children were happy and engaged and their routines were well managed. To further support children's care routines, the childminder had provided families with a two-way communication book. This ensured that children experienced consistency of care between home and the service.

Regular communication helped parents to feel reassured and involved. They received daily updates about their child's care routines and activities. This promoted partnership working between the childminder and families.

Children's overall wellbeing and individual care needs were supported with the safe arrangements for rest in line with best practice guidance and one parent told us, "We know our child has a safe place to go for naps".

Mealtimes were relaxed, promoted children's independence in feeding and children learned about the importance of healthy foods. The childminder used best practice guidance, 'Setting the table' when planning meals and children were included in the menu planning.

Children's learning and development was recorded in their learning journal and was shared with parents throughout the year. Parents told us they speak to the childminder regularly about their child. Children were able to talk about their learning in their child's plan from the pictures. They enjoyed sharing this with us during the inspection. As a result, children felt valued and were proud of their achievements.

1.3 Play and learning

Children played happily together in the living room during our visit and we could see that they had developed positive friendships with each other. Children confidently led their own play and were able to talk about what they had been doing. They told us they had made scones and cards for a birthday. Children were able to take their creations home and share their learning with their parents. As a result, children felt a sense of achievement.

Children had ownership of their learning as they were encouraged to choose activities from a pictorial book. This ensured children chose resources that supported their interests and preferences. Children's ideas were valued as they were involved in the weekly planning of activities.

The environment and activities were inclusive of all children. Children had access to the living room and outdoor play space. They told us their favourite activities were baking, making things, basketball, and going to the park.

Children's health and wellbeing was supported through opportunities to be active and engage in physical play outdoors. The childminder understood the importance of children having opportunities to play outside and promoted this in the service through visits to local green spaces. This promoted children's learning and supported them to develop strong links with nature and the wider community.

How good is our setting?

5 - Very Good

2.2 Children experience high quality facilities

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

The childminder had created a warm, cosy environment where children were valued and respected. All areas used by children benefitted from natural light and were well ventilated. The environment was comfortable, clean, and maintained to a high standard.

Children's needs were considered through the careful organisation of furniture and resources. This allowed children the space they needed to explore and have fun. Younger children were supported to move around the environment by crawling and walking. This supported their development. The childminder had ensured all surfaces and resources were clean to minimise risk, as children explored through their sense.

Children's safety and wellbeing was promoted through effective infection control practices. They had access to the ground floor bathroom and were encouraged to use this independently throughout our visit to wash their hands. We could see this routine was embedded in everyday practice. Children had their own towel for drying their hands to minimise risk of cross contamination and they were able to tell us about this.

Children benefitted from safe and secure environments both indoors and outdoors as the childminder carried out weekly safety checks of the service and parents told us they felt children were always safe.

Children benefitted from playing outdoors in the childminder's garden which was easily accessible from the kitchen. This provided a secure, play space for children to have fun playing in fresh air. The large garden provided children with opportunities to develop their skills with a wide range of outdoor play resources. Children told us their favourite toys to play outside with were swing ball, the chute and basketball. This promoted their physical development, coordination, and overall wellbeing.

How good is our leadership?

4 - Good

3.1 Quality assurance and improvements are well led

We evaluated this key question as good where important strengths, when taken together outweigh areas for improvement.

The childminder had records that were organised and readily accessible. They had policies that supported them in operating the service and these were shared with parents.

Children were valued as individuals in the service as their views were recorded using emotion picture questionnaires, promoting a sense that their views matter. The childminder had also consulted parents on their views of the service and parents commented how good the communication was between them and the childminder. This promoted positive outcomes for children and their families.

The childminder had developed the planning to make it child led. As a result, children were leading their learning and had ownership of how they spent their time in the service. The childminder also evaluated the weekly planning to ensure children continued to have fun, this supported continuity of learning.

To further support evaluations and improvements in the service, we suggested the childminder use the Care Inspectorate guidance 'A quality framework for day care of children, childminding and school aged children' (see area for improvement 1).

Areas for improvement

1. The childminder should continue to develop self-evaluation processes using best practice guidance to evaluate the service. Gathering parents and children's views regularly should be part of this process. This will help identify any areas for improvement. This is to ensure that care and support is consistent with the health and social care standards (HSCS) which state that: I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance processes. (HSCS 4.19).

How good is our staff team?

4 - Good

4.1 Staff skills, knowledge, and values

We evaluated this key question as good where important strengths, when taken together outweigh areas for improvement.

Children benefitted from positive attachments as the childminder recognised the importance of nurturing and warm interactions. As a result, children felt safe and secure. All parents told us they were extremely happy with the service and that they felt children in the childminders care were always safe and well cared for.

The childminder had a professional approach towards their role, and we could see they loved what they were doing. They had good knowledge of child development and this supported children to develop and learn. Parents told us that their children had grown in confidence since attending the service.

The childminder had completed training relevant to their role that included first aid, infection control measures, understanding additional support needs and promoting language development. As a result, children's individual needs were supported.

Through discussion, the childminder demonstrated that they were aware of their role and responsibilities to protect children in their care including contacting the relevant agencies in the event of any concerns.

The childminder was able to talk about how they had kept up to date on current guidance through their registration with the 'Scottish Childminding Association'. They should continue to use best practice guidance to support the delivery of the service.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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