

Second Home Childminding Child Minding

Saltcoats

Type of inspection:
Unannounced

Completed on:
16 August 2022

Service provided by:

Service provider number:
SP2013985027

Service no:
CS2013318304

About the service

Ashleigh Gray provides a childminding service from her property in a quiet residential area of Saltcoats, North Ayrshire.

The childminder is registered to provide a care service for a maximum of six children up to 16 years of age. Numbers are inclusive of the childminder's own children.

From 03 January 2022 to 10 February 2022 (or before if a child leaves the service) the childminder may care for a maximum of 7 children at any one time (as identified in the variation request dated 03 November 2021) up to 16 years of age:

- of whom no more than 7 are under 12 years;
- of whom no more than 3 are not yet attending primary school and;
- of whom no more than 2 are under 12 months.

Numbers include the children of the childminder's family/household.

From 10 February 2022 to 31 August 2026 date (or before if a child leaves the service) the childminder may care for a maximum of 7 children at any one time (as identified in the variation request dated 03 November 2021) up to 16 years of age:

- of whom no more than 7 are under 12 years;
- of whom no more than 3 are not yet attending primary school and;
- of whom no more than 1 is under 12 months.

Numbers include the children of the childminder's family/household.

The service is close to local primary schools, shops, parks and other amenities.

The children are cared for in a playroom, kitchen, and downstairs bathroom. Children also have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection on 9 August 2022 which took place on between 12:45 and 14:15 hours. One inspector carried out the inspection. To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with the minded children attending
- spoke with the childminder
- observed practice and the environment
- reviewed documents.

Key messages

- The childminder interacted positively with the minded child respectful and nurturing in her approaches.
- Children are cared for in a welcoming and nurturing environment.
- A wide range of play and learning experiences was offered led by children's interests.
- The childminder strived to work in partnership with families.
- The service is well managed and led.
- Self-evaluation for improvement should be further developed.

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

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.

1.1 Nurturing care and support

Children experienced nurturing and responsive care. The childminder took time to listen to children valuing what they had to say. Children were confident sharing their experiences with us. One child told us how they could have a quiet time when they arrived at the childminder's in the morning. Children presented as secure and settled in the care of the childminder.

Personal plans had been maintained and reviewed to make sure children received personal care to meet their needs. The childminder ensured she was equal in her approaches and confidently attuned her interactions to help children develop emotionally. As a positive role model, the childminder helped children to have respect for others, offering opportunity for social interaction helping children to develop relationships.

Parents provided packed lunches; however, the childminder made sure she had a supply of healthy snacks, helping to promote healthy eating. Care was taken to ensure children had plenty of drinks during the very hot weather and time outdoors was monitored. Snacks and meals were normally taken at the smaller table and chairs within the playroom. We discussed with the childminder the benefit of children sitting at the large dining table together, promoting a more sociable experience and helping children to develop self-help skills learning from each other.

1.3 Play and learning

Children were motivated in purposeful play of their choice. Playing outdoors was popular as children engaged in physical and energetic play, football being a favourite. This supported children's health and wellbeing. Children could lead their own play by being able to choose where they spent their time in the home and what they played with. Play experiences had been organised linked to children's interests. The childminder used her knowledge of the children to plan play. Clear boundaries for any computer games ensured children had a balance of screen time.

Children had opportunity to further develop literacy and numeracy skills playing board games and choosing arts and crafts. A range of storybooks allowed children to read independently or have a story read to them by the childminder. The childminder described how children liked to make up their own stories.

The childminder allowed children to play on their own, stepping in to make suggestions to extend children's thinking. We discussed with the childminder how this could be further developed using open-ended and exploratory conversation. This will support children to develop critical thinking and problem solving through high quality play activity.

How good is our setting?

5 - Very Good

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.

2.2 Children experience high quality facilities

Children were cared for in a safe, clean, welcoming and homely environment that helped to make them feel happy and secure. A separate playroom/sunroom off the kitchen was mainly used for childminding. The childminder had organised this space to suit the needs of children attending and her own children. Children could move around freely or relax on the sofa. A pop-up tent with cushions provided a quiet space.

Children had access to a range of age-appropriate toys and games. Toys were stored within the playroom where children could access them independently. This contributed positively to children's confidence and independence. Although children had access to a wide range of toys, we suggested more open-ended loose part and natural resources would help to develop creative thinking and problem solving skills. The childminder was keen to develop this within her service to further extend play experiences for children.

Children accessed an enclosed garden which provided a safe and interesting space for children to play energetically and have fun. There was a variety of toys and resources to play with which took account of children's stages of development and learning. The childminder told her of her plans to extend this, considering a mud kitchen for children to explore.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and families. This included hand hygiene and the use of gloves and aprons should children need personal care.

Children were encouraged to make safe choices and the childminder carried out daily visual safety checks of her home to ensure the safety and wellbeing of the children. Risk assessments of the home and specific activities identified any control measures to keep children safe whilst being offered challenge. The childminder had a friendly pet dog. Having a pet to care provided opportunity for children to develop a sense of responsibility and an awareness of risks around animals. The childminder had a pet policy in place which had been shared with the parents

The childminder was clear in her management of the service knowing which records must be kept and had registered with the Information Commissioner's Office. This ensured children's records were safely stored, respectful of children's rights.

How good is our leadership?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are well led

The service vision, values and aims were shared with families when registering with the service using a welcome pack. This meant families knew what to expect and could make any suggestion to inform the childminder's practice when caring for their child.

Children and their families' views helped to influence improvement. Children's views were given verbally and acted on. This included identifying any new resources. Parents were kept informed using an app with daily updates including photographs. Children's successes and achievements were shared with families

contributing to children's confidence and self-esteem. Opportunity for parents to comment meant they could offer up any suggestions for improvement. This helped to develop positive relationships with families.

The childminder was motivated to providing a quality service. Plans for improvement had been developed reflecting on their own practice carrying out a personal evaluation. This should be further developed to consider what is the impact on children's experiences and outcomes. By adding more detail when asking what is working well, how do you know and what will you do next, the childminder will have information to help plan for improvement, helping children to reach their full potential.

How good is our staff team?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

4.1 Staff skills and knowledge

Children received warm and compassionate care from the childminder, fully considerate of their individual needs. The childminder had a clear understanding of how children learn and develop. Calm approaches taken by the childminder created a relaxed and organised environment. This contributed to children's positive behaviour and helped them to feel loved, valued and secure.

Children and families benefitted from the childminder's knowledge, experience and skills, enabling them to feel confident their needs would be met. The childminder had accessed online training to update her skills and knowledge. Keeping up to date with relevant guidance and legislation enabled the childminder to review and update her policies. This ensured they were informed to support good practice and had resulted in the childminder considering new ideas for play and learning to further support children's development.

The childminder had kept a learning record, reflecting on training attended. This had helped the childminder to consider improvement. Further development of self-evaluation systems will support more depth in her reflection considering what impact training has had on practice. This will also help the childminder to identify a future training plan linked to children's individual needs and her own professional development updating skills and knowledge.

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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