

Lisa Sneddon Childminding Child Minding

DUMFRIES

Type of inspection:
Unannounced

Completed on:
9 August 2022

Service provided by:
Lisa Sneddon

Service provider number:
SP2021000046

Service no:
CS2021000075

About the service

This service registered with the Care Inspectorate on 28 May 2021.

The childminding service is provided from the childminder's family home in Dumfries. The childminder is registered to provide a care service for a maximum of 6 children at any one time up to 16 years of age, of whom no more than 3 are not yet of an age to attend 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 located near to local primary schools, shops, parks, and other amenities.

Childminding takes place on the ground floor of the childminder's home with children having access to the playroom, kitchen/dining room and toilet facilities. The upper bedroom is used as a quiet area for sleeping children and the older children can use the lounge to do their homework. Children also have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on Monday, 25 July and Tuesday, 9 August 2022. 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 registration information, information submitted by the service and intelligence gathered since registration. In making our evaluations of the service, we:

- spoke with two children using the service and six of their families;
- spoke with the childminder;
- observed practice and daily life; and
- reviewed documents.

Key messages

The children experience warm, nurturing, care and support that helps their overall wellbeing.

The childminder has undertaken training to support her to meet the children's needs.

The families were all positive about their relationship with the childminder.

The childminder is keen to promote outdoor learning and build links in the local community.

The children were happy and having fun, enjoying a wide range of experiences to meet their needs and development.

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?	5 - Very Good
How good is our staff team?	5 - Very 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.

We observed warm, caring, and nurturing interactions by the childminder towards children within her care. The childminder had formed trusting relationships with families. Informative daily conversations with parents at drop-off and pick-up times, and the effective use of "MindingKids app" and "emails", meant that information was easily shared. All parents commented positively on the level of communication and one parent told us, "Great communication, the childminder uses various platforms, including MindingKids app, emails, and messenger". The effective communication systems resulted in parents feeling included in their child's care.

The childminder shared her knowledge of the importance of children's safety and emotional security and wellbeing. We sampled personal plans which had details of the children's sleep routines. Most children sleep in the travel cots upstairs, and one child sleeps in a buggy. The childminder has permission from the parents for this and has a sleep policy in place. Safe Sleep Scotland procedures has been shared with parents. All children are monitored while sleeping. Children's sleep times and duration is shared with parents at the end of the day.

Children's overall needs are supported through the effective use of personal planning, taking account of the wellbeing indicators SHANARRI. We sampled personal plans and found they were of a very good standard. Parents also told us, "Personal plans are reviewed and Lisa welcomes comments and provides updates through photo books and MindingKids app to meet the child's needs".

Lunchtime was a calm and relaxed experience for children. Children were involved in the preparation of the lunch. Children and the childminder enjoy eating together in an unhurried and relaxed atmosphere, ensuring a caring and positive social experience. Food choices are nutritious and reflect the current NHS Setting the Table guidance.

Accident and incident records were completed fully by the childminder; we asked the childminder to extend accident and incident recording to include a regular audit to highlight any reoccurring patterns of accidents or incidents.

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.

1.3 Play and learning.

Children were engaged and actively involved in leading their play and learning through a balance of spontaneous and planned high-quality experiences that promote children's choice and independence. The childminder also shared evidence in the big book of play experiences enjoyed by the children in her care. This enables children to develop learning and have fun.

The children visit the local outdoor learning group, farm, and parks. We found evidence of this in the big

book and the children's learning journals. This supports children's opportunities for play and learning. This also ensures they build strong connections to their own and wider communities. Parents also told us, "Lisa often takes the children to various activities which are outdoors with lots of different learning opportunities".

The childminder had a very good understanding of child development, relevant theory, and practice, and skilfully used this to support high-quality play and learning experiences for children. This was clear in the interactions with the children, knowing when to step in and when to step back. There was a balance of adult-led and free-flow play. This supports the emotional resilience of children and families through holistic and nurturing approaches to secure children's wellbeing, including the right to play.

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's experiences and high-quality facilities.

Children's needs have been considered and the play and learning environment offered exciting and stimulating play spaces. The children were happy and having fun and told us they were good friends. Parents told us, "We are giving sheets with targets he has met and ways to encourage further development at home with my child. This is also in the learning journal kept with my child's progress since starting with the setting, all linking with current guidance legislation and policies such as GIRFEC and SHANARRI".

Children have ample space for their needs. The playroom and outdoor space were well resourced with a wide selection of resources that reflects children's needs, and interests. This supported their continued play, learning and development.

The childminder had robust infection prevention and control measures in place, including food safety practices. These are supported by effective quality assurance processes.

The childminder had taken positive action to identify and remove risks to children within the setting, both indoors and outdoors, and across their whole day. This was reflected in risk assessments and observations of the environment. Risk assessments also included trips and outings.

Outdoor learning is promoted within the childminder's garden and by participating in a local community outdoor learning group. The children enjoy the challenging, fun play experiences that were offered through these experiences. The childminder shared her knowledge of the importance of outdoor learning and the benefits to the children's health and wellbeing.

How good is our leadership?

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.

3.1 Quality assurance and improvements are led well.

The childminder was keen to improve and develop her childcare skills and her service. This was clear with the ongoing training the childminder had undertaken. For example, the schematic play course and

knowledge of Realising the Ambition. This ensures children's individual development needs are met and extended to support better outcomes for each child.

Children and families' views are actively sought to inform the development of the setting. The childminder had used paper questionnaires but has further developed to using survey monkey which has been more successful as it is more convenient for parents to access. This showed a willingness to improve and adapt the service to meet parents' needs. A parent told us, "We are asked for regular feedback, I have completed evaluation forms, paper copies and electronic ones".

Self-evaluation processes were in place. The childminder shared that she is just at the beginning of developing an improvement plan with children and families. This will enable the continued development of the services that meet the individual needs of children and families.

How good is our staff team?

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.

4.1 Staff skills, knowledge, and values.

The childminder supported the children with warmth, kindness, and compassion, enabling children to feel valued, loved, and secure. Samples of personal plans and the children's learning plans had examples of how the childminder had meaningful and individualised support in place for children. The childminder effectively engaged with children, taking account of their views and experiences and family's wishes.

The childminder has reflected on and improved her childcare practice. Purposeful and comprehensive training had been undertaken by the childminder. An example of this is that the childminder developed her knowledge of nut allergies and made a flowchart to support a child in her care.

The childminder has a very good understanding of rights-based childcare practices. For example, after lunch, the childminder asked the child before washing her face and encouraged her to help do it for herself promoting life skills. This ensures children are treated with respect and have their individual needs and preferences met.

The childminder continues to develop her childcare skills and knowledge, to ensure children experience a wide range of care, play and learning opportunities in an environment that is sensitive to their needs and wishes. Children were happy, content and stimulated within the childminding environment.

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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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