

Skilling, Kelly Child Minding

Maybole

Type of inspection:
Unannounced

Completed on:
31 August 2022

Service provided by:

Service provider number:
SP2005943443

Service no:
CS2005086503

About the service

This childminding service, provided by Kelly Skilling, is located in a residential area within the town of Maybole in South Ayrshire near to schools and other amenities. The childminder provides the service in her home a terraced two-storey house. Minded children have access to a designated playroom, sitting room and kitchen. The childminder did not use her garden but ensured children had plentiful access to outdoor play and fresh air through a very good range of outdoor play and learning experiences.

The service was registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom a maximum of 6 will be under 12, 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.

About the inspection

This was an unannounced and short notice inspection which took place on 8 and 31 August 2022. On the first visit the childminder was not caring for children.

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 one child using the service - reviewed information shared via e-mail from three parents
- Observed practice and daily life
- Reviewed documents and the setting.

Key messages

- Children were cared for in a bright, safe, warm and nurturing setting.
- Children had access to a designated playroom, in addition to other rooms in the home.
- Children's health and wellbeing needs were effectively supported.
- The childminder had developed nurturing warm relationships with children and had well established, positive relationships with their wider families.
- Children benefitted from engaging in a range of play experiences, in the home and in the wider community.
- Quality assurance processes could be further developed.
- The childminder should continue with her plans to further extend her professional learning opportunities.

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?	4 - 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 benefitted from warm, responsive and nurturing care from the childminder. Children's well-being was effectively supported through effective, consistent routines. The childminder meaningfully praised and encouraged children and offered comfort and reassurance where needed. This helped to promote strong attachments with the childminder and helped children feel safe, secure and loved.

The childminder was highly responsive to children's needs and met these effectively. She knew children very well and was highly attuned to their non-verbal communication. As a result, children's voices were heard, for example when they had lost interest in toys and wanted a different one.

Children's health and well-being was effectively promoted through very good approaches to healthy eating. The childminder carefully planned snacks to encourage children to try different healthy foods and to promote good eating habits. As a result, children were developing an appreciation for a range of healthy foods. Children enjoyed relaxed and sociable snack times.

Children's well-being and development was supported through effective personal plans, which reflected the Getting it Right for Every Child (GIRFEC) wellbeing indicators. The childminder involved children's parents well in developing these, which helped to promote consistency and continuity of care for children. Parents told us that their children have written plans which the childminder shared with them. They commented that their children's changing needs and interests were regularly updated. This meant that children were provided with the right care and support at the right time.

The childminder ensured children had opportunities to sleep and rest. A parent told us that the childminder was wonderful at keeping to her child's eating and sleeping routine. This effectively supported children's health and well-being.

1.3 Play and learning.

The childminder used her very good understanding of child development to provide an effective range of planned and responsive play experiences. As a result, children were learning and developing through fun and stage appropriate experiences. Children were encouraged to lead their own play and learn at their own pace. During our inspection, the childminder intervened effectively to extend children's play and learning, for example by showing them how to roll a ball and by quickly providing a new experience when they lost interest. Children had lots of fun playing with wooden rings, farm animals and a letter abacus. Information about children's play and learning was effectively shared with parents. Parents told us that they were happy with their children's range of experiences and liked that the childminder e-mailed them about these daily.

Children's daily routines were well planned. There was a good balance between time to play in the house and being out in the local community. Children enjoyed going out for walks in the local community, attending local tots groups and playing in various Children were benefitting from active outdoor play and fresh air.

We suggested that the childminder could further develop her planning processes, for example through the use of floor books. This would build on the very good approaches to planning that we observed and discussed.

How good is our setting?

4 - Good

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

2.2: Children experience high-quality facilities

The childminder's home was bright, comfortable, well ventilated, and furnished to a good standard. Children spent a lot of time in a designed playroom, which had lots of natural light, and had access to other living areas within the home. The space and resources reflected children's stage of development and learning. Cosy spaces were accessible to children throughout the day. They sat at a table for snack and played with a range of toys on the floor. The setting effectively supported children's development and well-being well.

Children could choose from a wide range of toys, which helped ensure they had fun learning through play. A range of loose parts provided opportunities for them to develop their imagination and creativity.

Good infection control practices minimised the potential spread of infection, creating a safe environment for children. Appropriate risk assessments were in place, which showed that the childminder reflected on risks and took steps to minimise these. This helped to ensure children's safety and well-being. Parents told us that they were highly satisfied with the range of measures to keep their child safe.

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 led well.

The childminder effectively shared information about how she delivered her service, and her ethos, with parents and children. This meant that everyone had shared expectations. The childminder was kind and caring and professional in her role. Children's wellbeing and happiness, and parents' confidence in her, was central to her practice. The childminder had developed very positive and open relationships with parents. She listened to children and valued their views and choices. For example, children could choose what to play with and when they ate their snack.

The childminder reflected on her practice by encouraging verbal feedback from parents and children. She had previously used feedback questionnaires, but found direct conversations and communication via information technology, including social media apps, had been more effective. This supported good outcomes for both children and their families as the childminder was able to meet the wellbeing needs of each child in her care. By keeping up to date with what was happening in children's lives, the childminder was knowledgeable about their interests and important events. One parent told us: 'Kelly knows the names of everyone in our child's immediate family and takes an active interest in all of us. I know she is meeting every one of our child's needs.'

To further develop her self-evaluation processes, the childminder planned to familiarise herself with the Care Inspectorate guidance 'A quality framework for day care of children, childminding and school aged children' and 'Self-evaluation for improvement - your guide'. We agree that this will support the ongoing development of the service and continued positive outcomes for children and their families.

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 improvements.

4.1: Staff skills, knowledge and values.

Children benefitted from the childminder's compassion, warmth and kindness. She supported children by singing to them, playing with them, chatting and building strong attachments. As a result, children felt safe and secure.

Positive relationships and partnership working were important and valued. A parent told us: 'My son had settling in visits before starting and he settled so quickly, communication with Kelly is second to none.'

The childminder had a clear understanding of how children develop and learn. She had taken part in a range of training and reflected on her significant experience to provide good quality care and learning experiences. The childminder told us about plans to access more training and development opportunities going forward. We agree that this will support the further development of good practice and positive outcomes for children and families.

The childminder described a good understanding of her role in relation to safeguarding and protecting children and had previously undertaken training relating to this, and first aid. This meant she was well equipped to support children's health and well-being.

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

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1.3 Play and learning	5 - Very Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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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