

Condie, Kay Child Minding

Falkirk

Type of inspection:
Unannounced

Completed on:
10 August 2022

Service provided by:
Kay Condie

Service provider number:
SP2003905535

Service no:
CS2003011225

About the service

Kay Condie provides a childminding service from the family home in Polmont, Falkirk. The care service was registered to provide a care service to a maximum of seven children at any one time under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. The numbers are inclusive of the child minder's own family.

The service is close to local amenities including green spaces and the local nursery and school. The service is delivered from the ground floor of the family home with children accessing the playroom, kitchen/dining area and toilet. Children had access to an enclosed rear garden.

About the inspection

This was an unannounced inspection that took place on 10 August 2022 from 12:45 to 15:30. 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
- Information submitted by the service
- Intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with three children using the service and the childminders own two children.
- Spoke with the childminder
- observed practice
- reviewed documents
- gathered feedback about the service from families.

Key messages

- Children experienced warm and nurturing interactions that supported them to feel relaxed and comfortable
- The childminder knew children well delivering personalised care and support for children
- Children benefitted from a variety of outdoor learning experiences outdoors and in the local community
- Children and families felt included in the service.
- Reflective practice through self-evaluation and undertaking professional development opportunities supported continuous improvement in the service.

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

Quality Indicator - 1.1 Nurturing care and support

Nurturing care and support meant children felt relaxed and comfortable in the service. The childminder knew children well and responded to their needs and interests. For example, children liked playing hockey and cricket, enjoyed going to parks, building dens in the woods and playing imaginatively with sticks, leaves, acorns and other natural resources. Tailoring and personalising the care to meet individual needs, interests and choices supported children's overall wellbeing and sense of being valued and safe.

Personal plans supported children's wellbeing. Positive relationships with families and effective communication meant that information was recorded and considered when planning personalised care and support. SHANARRI wellbeing indicators were used to identify and share children's outcomes and to agree next steps in their learning and development. Families told us that the childminder supported children's additional support needs well including support with speech and language and managing food allergies. Children's confidence was developing and their wellbeing was supported as a result.

Children enjoyed a relaxed, unhurried and safe lunchtime experience. They sat together at the table in the garden eating their packed lunches. The childminder sat with children chatting and interacting with them supporting social skills whilst they ate at a pace that was right for them. Children were recycling their left over food and wrappers learning to be responsible. A child told us they enjoyed helping to chop fruit and vegetables and had taken part in baking with the childminder. This had led to them helping with cooking at home developing a range of cooking skills and developing confidence.

Quality Indicator 1.3 - Play and learning

Children's daily routines were planned to provide a good balance between playing in the house and garden and being out in the local community. The pace of the day was regularly monitored to ensure children's needs were considered. The childminder had a daily routine but was flexible and responsive. For example, children could choose to play in the garden with blocks, toy animals and cars and enjoyed sensory experiences playing with sand and water. Families said, (name of child) plays inside in the playroom; outside in the back garden designed for child's play; and goes happily on trips too, e.g. The Milk Barn.

Children had opportunities to feel included in their local community. Children told us they had fun on an outing that morning bouncing on the bouncy pillow, playing at the park and having an ice-cream as a treat. Families told us that children were developing confidence and social skills through their contact with other children.

The childminder included families in children's daily experiences by sending photographs through digital apps. A family said, "Kay keeps us in the loop."

How good is our setting?

5 - Very Good

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

2.2 Children experience high quality facilities

Children experienced a homely, comfortable environment that was clean, well ventilated and well maintained. They used the space in the childminder's home to play and relax. They were able to move around freely and to choose from a range of toys and resources. The childminder had begun to replace plastic toys with loose parts, natural and open ended materials to promote children's sense of wonder and exploration. For instance, children gathered natural materials including sticks and acorns and built dens in the woods. Children were exploring, being creative and problem solving as they were challenged in their play and learning.

A risk benefit approach to identify and minimise any risks to children indoors, in the garden, and in the wider community kept children safe. Conversations about risk meant children were becoming responsible. For example, supporting them to understand road safety and establishing boundaries at the park and in the woods meant children were supported to enjoy challenging and fun play experiences whilst staying safe.

Children and family's personal information was securely stored. This showed the childminder understood their responsibilities regarding storing and processing children's personal information.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and families. For example, we observed the childminder supporting children to wash their hands, encouraging, and reinforcing the need for good hand hygiene.

How good is our leadership?

5 - Very Good

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

3.1 Quality assurance and improvement are well led

Policies and procedures were shared with families so they knew what the service offered. The childminder had a set of aims and a shared vision including 'to provide a warm, friendly nurturing environment in which children can play learn and develop and grow. To maintain a safe, secure and clean setting where parents and carers will feel comfortable and confident to leave their children.' This was reflected in the childminder's work and in how the children interacted and enjoyed their time in the service. As a result, children felt included, accepted and valued.

Effective communication and an open and friendly approach supported trusting relationships with children and families. This meant that families felt included in the development of the service and what was important about the service that met their needs. Families said their relationship with the childminder and their family were positive with children feeling like they were part of the family.

The childminder had some formal and informal ways of involving children and families in influencing change in the service. Their views were sought through questionnaires and information was shared through daily diaries that ensured care and support was personalised to meet children's changing needs. The childminder used the views of children and families to reflect on how they would meet children's needs. Reflective

practice was improving the experiences for children and families. The childminder had started to use the quality framework to formalise self-evaluation showing what was working well and what needed to improve.

How good is our staff team?

5 - Very Good

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

4.1 Staff skills, knowledge and values

The childminder was caring, kind and compassionate. They responded to the needs of the child with care and affection. The childminder's compassionate and responsive approach supported children's wellbeing. Warm attachments meant children felt safe and secure.

The childminder was committed to ensuring their knowledge of early learning and childcare was up to date and had an understanding of how children learn and develop. Completing mandatory training and training that was specific to the needs of the service, had supported the childminder to extend their knowledge and improve their practice. For instance, completing paediatric first aid, child protection, realising the ambition training and attending network meetings, supported the childminder to reflect on learning enhancing outcomes for children keeping them safe and secure.

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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