

# Finningham, Karen Child Minding

Glenrothes

**Type of inspection:**  
Unannounced

**Completed on:**  
18 August 2022

**Service provided by:**

**Service provider number:**  
SP2007967241

**Service no:**  
CS2007163613

## About the service

Karen Finningham provides a childminding service from their family home in Glenrothes, Fife. The childminder is registered to provide a care service for a maximum of six children at any one time up to the age of 16 of whom no more than 3 may be of an age not yet attending primary school and of whom no more than 1 may be less than 12 months. Numbers are inclusive of the childminder's own family.

The service is close to the local primary school and nursery, parks, woodland areas, and other amenities. Childminding mainly takes place in the large living room and kitchen area. The toilet facilities are on the ground floor of the home. Children also have access to a large enclosed rear garden.

## About the inspection

This was an unannounced inspection which took place on Thursday 18 August 2022 between 15:30 and 17:30. Feedback was provided at the end of the inspection visit. 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 throughout the inspection year. To inform our evaluation we:

- spoke with two children in the service
- spoke with one parent when they collected their children
- spoke with the childminder
- observed practice and interactions with children
- reviewed documents.

## Key messages

- Children were at the heart of the service and were cared for by a childminder who knew them and their families very well.
- Toys and resources available supported children's interests, development and enabled them to have fun.
- Children's personal plans were detailed and reviewed with children and their parents ensuring their health and wellbeing needs were supported.
- Children's progress and achievements were identified and well documented. This promoted children's self esteem.
- The childminder's commitment to continuous improvement supported children to learn and develop.

## 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 major strengths impacted on positive outcomes for children.

### Quality indicator 1.1 - Nurturing care and support

Children benefited from the childminder's warm and caring approach which supported their overall wellbeing. The childminder knew children well and supported their individual needs. This helped children feel secure and valued.

The childminder ensured meals and snacks provided were nutritionally balanced. Where children had specific dietary needs, alternatives were found so they felt included in food experiences such as baking and during mealtimes. Children were supported to develop important independence skills as they were involved in the planning and preparation of snacks. The childminder had used a variety of creative ways to identify children's likes and dislikes and encouraged children to try new foods. Their caring and sensitive approach promoted a positive social experience which supported children to maintain healthy lifestyles.

Children's overall wellbeing was supported through effective use of personal plans, which were linked to the wellbeing indicators. Children and families were fully included in reviewing and planning for children's next steps, which allowed for achievements to be recognised. One child told me "Karen helped me learn how to do a forward roll and I am really good at them now". This enabled children to identify their progress and feel proud of their achievements.

### Quality indicator 1.3 - Play and learning

The childminder understood the importance and benefits of providing play experiences that took account of children's interests and stage of development. The childminder gave children regular opportunities to play outside to support them to engage in energetic physical play. Children told us they enjoyed going to a variety of different parks, beaches and woodland areas. Children showed us the leaf rubbings they had completed and how they had learned about the different trees the leaves were from. This supported children to develop their understanding of the natural world and experience regular fresh air and exercise.

Children benefitted from a wide variety of experiences including planting and growing their own sunflowers. Children told us this was a yearly activity and they enjoyed learning how to care for their plants and comparing them as they grew. This supported literacy and numeracy skills as they measured and tracked their growth and gave children a sense of responsibility.

Children were fully included in planning activities and the childminder was committed to supporting children to learn through play and was responsive to children's interests. This enabled children to develop important lifelong learning skills whilst enjoying their play and having fun.

The childminder's understanding of child development supported them to enhance and extend children's play. Their rights based approach supported children's wellbeing and promoted their rights to play and have their voices heard. This further supported children to feel valued and respected.

**How good is our setting?****5 - Very Good**

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

#### Quality indicator 2.2 - Children experience high quality facilities

The childminder had created a warm, welcoming and homely environment for children. All areas they used were well maintained to a high standard to keep children safe. Careful consideration had been given to the spaces available to support children to access toys and resources independently. Children showed us where they accessed the toys and resources and an appropriately sized table in the living room supported children to enjoy table top activities whilst still feeling included. This allowed them to lead their own play and follow their own interests.

Children were safe and secure in the setting. Risk assessments that were regularly updated and reviewed, identified and minimised any risks in the indoor and outdoor environments. The childminder spoke with children about keeping themselves safe, for example, supporting children to understand road safety. This ensured children enjoyed a variety of activities and play experiences that provided challenge and fun in a safe way.

Children confidently told us about the fire drills and procedures in place in the childminding setting. The childminder ensured these measures were regularly reviewed to ensure the setting, equipment and emergency plans were effective.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and families. For example, the childminder encouraged and reinforced the need for good hand hygiene and had effective procedures in place for the cleaning of toys and resources.

Information about children was stored safely and securely. The childminder understood the importance of protecting information as they were registered with the Information Commissioner's Office (ICO). This demonstrated their commitment to understanding and following guidelines on data protection.

**How good is our leadership?****5 - Very Good**

We evaluated this key question as very good where major strengths impacted on positive outcomes for children.

#### Quality indicator 3.1 - Quality assurance and improvement and led well

Positive relationships had been developed between the childminder and children and their families, which enabled everyone involved to contribute to the service development. Children and families views were actively sought through the use of questionnaires. Responses were used to plan for activities and supported the childminder to self-evaluate the service provided. For example, questionnaires asked for comments on several aspects of the quality of the service. The childminder used these to reflect and review the experiences offered, to ensure they were meeting the needs, wishes and choices of children and their families.

Parents were welcomed into the childminder's home when they collected their children. This allowed the childminder to inform parents of their children's achievements and share their experiences from the day. This helped parents feel included in their children's day.

The childminder was dedicated and motivated to continually develop their service. An improvement plan had been created, following their self-evaluation based on the new quality framework for daycare of children, childminding and school-aged childcare. One area for improvement identified was to support children to reflect on their learning. Children enjoyed showing us the floorbook they were creating to document their experiences and identify their learning. This supported children to recognise their potential, extend play opportunities and recognise their achievements.

The childminder created a termly newsletter that was used to inform parents of developments in the service and of children's achievements. One parent told us they love receiving the newsletters as it helps them to feel informed of the developments planned in the service.

## How good is our staff team?

## 5 - Very Good

We evaluated this key question as very good where major strengths impacted on positive outcomes for children.

### Quality indicator 4.1 - Staff skills, knowledge, and values

The childminder was skilled, experienced and dedicated to continuous improvement. They had achieved a recognised early learning and childcare qualification and used the learning and reflective accounts from their studies to continually seek ways to improve. They had refreshed their first aid training and completed a course delivered by the Scottish Childminding Association (SCMA) on evidencing their practice. This supported them to understand how their practice was underpinned by relevant theory and guidance. This meant children were accessing a service that was based on current up to date thinking and supported them to achieve their potential.

All of the interactions between the childminder and children were warm, kind and compassionate. The childminder's approach recognised children's rights to have their views considered and ensured children's voices were heard. Children told us "Karen is the best childminder; we love it here".

The childminder spoke positively with children and recognised their individual strengths. This allowed children to develop a positive view of themselves and develop trusting and secure relationships.

The childminder knew children well and responded to their individual interests. They used skilled questioning to support children's natural curiosity and extend their learning. Children were encouraged to recognise and talk about their achievements. This supported children's self-esteem and confidence.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

1. The childminder should record children's actual time of arrival and departure as these take place to ensure she has an accurate record of attendance.

Reference: National Care Standards for Early Years and Education up to age 16. standard 14 - Well managed service.

**This area for improvement was made on 19 June 2017.**

#### Action taken since then

The childminder updated children's arrival and departure times each day in their register of attendance book. We saw this being routinely updated when children arrived in the setting.

This area for improvement has been met.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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