

# Tiny Town Child Minding

Motherwell

**Type of inspection:**  
Unannounced

**Completed on:**  
24 August 2022

**Service provided by:**  
Danielle Campbell

**Service provider number:**  
SP2019990338

**Service no:**  
CS2019372504

## About the service

Tiny Town childminding service is provided from the childminder's home in a quiet residential area of Shieldmuir in Motherwell, North Lanarkshire. The service is registered to provide a care service to a maximum of six children at any one time up to 16 years of age, of whom no more than three are not yet of an age to attend primary school, and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

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

Childminding takes place on the ground floor with children having access to a dedicated playroom, with direct access to the enclosed rear garden.

## About the inspection

This was an unannounced inspection which took place on 22 August 2022 between 09:00 - 11:45. 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:

- Observed children's play experiences.
- Observed interactions between the children and the childminder.
- Spoke with the childminder.
- Looked around the home and garden.
- Reviewed feedback from four parents.
- Reviewed service documents and records.

## Key messages

- Children were happy and well supported.
- Positive, nurturing relationships with children and families had been supported.
- The childminder was committed to developing her skill and participated in learning that contributed to positive outcomes for children and their families.
- Consultations with parents were very good and they felt included and involved in their child's care.
- Children were developing their learning through high quality play experiences.
- Children play outdoors everyday, promoting their health and wellbeing.

## 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?	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

### 1.1. Nurturing care and support

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.

The childminder provided a loving service where each child was valued as a unique individual. The childminder had developed strong relationships with minded children and their families, which contributed to children feeling safe and secure within the setting.

We observed warm, nurturing and caring interactions with all children present during our inspection. Children were confident, and engaged well, demonstrating children felt safe and secure in the setting. The childminder was respectful and attentive to children's individual needs and provided interactions to extend children's learning.

The childminder knew the children well and had detailed personal plans in place to ensure children received the care and support that was right for them, reflecting their home routines within the setting. One parent told us, "Danielle goes over and above for the children at Tiny Town and ensures that each child's well-being and development is central to her childminding service."

Personal plans were created in partnership with parents and carers and considered children's wellbeing and learning. The childminder effectively engaged with parents and carers, ensuring children's needs were met. For example, the childminder created detailed learning journals, recording children's learning and development, highlighting next steps to support their holistic development.

Meaningful communication was ensured through regular conversations. This ensured parents were informed about their children's routines and experiences throughout the day and that parents' /carers' views were valued and respected. One parent told us, "Danielle is a highly effective communicator and always strives to ensure that she provides a safe, secure, nurturing and caring learning environment for my child and other children within tiny town childminding."

Children's care routines were carried out in response to their individual needs and respected their privacy and dignity. Changing procedures included the use of appropriate Personal Protective Equipment (PPE) and a wipeable mat to minimise potential risk of the spread of infection.

Children could access water throughout the day to keep them hydrated and healthy.

Children experienced calm, relaxed and unhurried snack and mealtimes. Children's social development was supported as they chatted and ate with the childminder. We discussed ways in which the snack process could involve children further, for example preparing snack and setting up of the table. We reviewed menus and highlighted best practice guidance to help the childminder ensure choices were healthy and varied.

Clear policies and procedures were in place to protect children from harm. The childminder understood the role they played in keeping children safe and stated they would continue to develop this through ongoing child protection training.

### 1.3 Play and learning.

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.

Children had opportunities for both planned and spontaneous play experiences. They were respected as they made choices about where they wanted to play and what they wanted to do. They played happily with the resources available and told us what they were doing.

There was a good balance of children's choice and adult led activities to support children with literacy, numeracy and language development. Many play activities responded to children's interests. This supported children to actively lead their own play and learning. One parent told us, "My child is supported to learn through well-planned and organised play activities. There are lots of opportunities within Tiny Town for my son to be challenged and supported with his continuous learning/development."

The childminder carefully observed children and understood their stage of development and interests. They recorded children's learning and shared this with families regularly. This ensured a shared approach to promote children's learning and development, whilst also developing relationships.

Children's opportunities for play and learning were enhanced through strong connections to their wider community. The childminder regularly met other childminders and groups of children for shared activities. Children were supported to be physically active during visits to local parks, gymnastic groups, and soft play facilities.

They benefitted from exploring the natural environment and learning about risk. For example, they learned about road safety and were encouraged to be responsible to stay safe.

## How good is our setting?

4 - Good

### 2.2 Children experience high quality facilities.

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

The childminder's home was bright, clean and airy. This contributed to a welcoming environment for children, with ample space for children to play and relax.

The childminder ensured children had access to a wide range of resources and toys that were accessible for children to self-select. This allowed children to have independence and choice in their play throughout the day. These resources reflected their interest and stage of development.

Quiet, cosy spaces were available in the playroom to support children's wellbeing. The couch provided a space to relax, read stories and feel safe. A good variety of books supported children's language development.

The children benefited from playing outdoors in the childminder's garden which was easily accessible from the playroom. This provided a secure, interesting play space for children to have fun, whilst playing in the fresh air. The garden included a range of resources including a slide, sit and ride toys and a mud kitchen.

We observed the children using these within the garden, providing opportunities for children to engage in challenge and risky play. We discussed with the childminder how this could be further enhanced.

The childminder was aware of the benefits of children having access to loose parts materials, (open ended resources that can be adapted, moved and transformed). We discussed with the childminder how play spaces could be improved further by introducing more loose parts materials and sensory resources to stimulate children's creativity, curiosity, exploration, and imagination. We signposted the childminder to 'Loose Parts Play: A toolkit' available on the Care Inspectorate HUB to further support this.

Infection control practices were followed, and we observed children being supported to wash their hands before snack and after using the toilet. The use of a step helped children to reach the sink, where they were supported to thoroughly wash their hands using soap and warm water. The childminder washed their hands with the children, modelling good hand hygiene practices. Appropriate handwashing and drying materials were used. This reduced the risk of spread of infection and supported children to develop good hand hygiene.

Regular cleaning of all areas used for childminding contributed to a clean and pleasant environment for children. One parent told us, "Tiny Town is an environment which is maintained exceptionally well. It is always safe, secure and clean."

The setting was safe and secure. We signposted the childminder to the Care Inspectorate's SIMOA (Keeping Children safe - Look, Think and Act campaign) aimed at keeping services safe and secure for children and discussed how this can be used to continually review the environment as children become more independent.

Children were supported to participate in the wider community with visits to local parks and museums. Local outings allowed children to feel a sense of belonging in their community and experience a wider range of learning opportunities.

These opportunities were highlighted by parents as being a positive aspect of their child's experience. One parent shared with us, "I specifically appreciate that Danielle takes on board my child's interests and tailors days out based on what the children actually enjoy doing."

## How good is our leadership?

4 - Good

### 3.1 Quality assurance and improvement is well led.

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

A clear vision for the service was shared with parents. All families received an information booklet which supported their understanding of the service as it outlined the aims and objectives. Policies and risk assessments were shared and regular reviews of these meant that they were kept up-to-date.

The childminder demonstrated a positive commitment to improving their service. They told us that parents' /carers' and children's views were extremely important to them. The childminder should continue to develop approaches to ensure parents can meaningfully reflect on their practice.

To ensure all children had a voice and were able to share their ideas in a fun way, the childminder used pictorial questionnaires to capture their suggestions. The childminder should continue to develop this further to ensure children are having a voice and contributing to all aspects of their care.

Successes and achievements were communicated with families, strengthening partnership working that met children's needs.

The childminder was aware of best practice guidance including 'A quality framework for daycare of children, childminding and school-aged children' and 'Realising the ambition: Being Me' and had begun to use these to support self-evaluation. Self-evaluation enabled the childminder to reflect on the service, support the needs and choices of children and families and identify areas for improvement. The childminder should continue to use these tools to reflect and further enhance her practice.

During our inspection visit, the childminder was open to ideas for how they could develop their practice, thus ensuring that they contributed to good outcomes for children. The childminder regularly engaged in professional discussions with other childminders in the area, who they met weekly for shared activities with children. They also continued to be a member of the Scottish Childminding Association (SCMA) and made good use of their materials to assist with record keeping and monitoring their service.

## How good is our staff team?

**5 - Very Good**

### 4.1 Staff skills, knowledge and values.

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.

Children benefited from a kind, caring and consistent approach which helped them feel safe and secure. A nurturing approach and strong attachment between each child and the childminder supported them to feel respected, loved and secure. One parent told us, "Personally, I can't thank Danielle enough for her continuous commitment to providing a safe, secure and caring learning environment for my little boy."

The childminder had a very good understanding of children's individual personalities and they were supported to develop their confidence and self-esteem. Children were supported in their play and development of social skills and showed enthusiasm when the childminder joined in with their play.

The childminder knew each family well and described positive relationships. A range of communication methods were used by the childminder to ensure parents/carers were involved in their child's care. This ensured good links between home and the childminding setting, supporting continuity of care. Comments from parents included, "My partner and I both look forward to receiving the messages and they give us all the information we need to help plan our child's evening."

Communication was highlighted as a strength by all parents. Regular updates were provided by text message, providing information for parents on how their child's day had been. These included information on activities, outings, mealtimes and intimate care routines. The childminder also shared images with families of play experiences children had engaged in within their time at the setting. This helped create close links between the childminder and children's families.

Relationships with children and their parents were positive, caring and nurturing. The childminder spent time getting to know children and worked closely with parents to meet children's needs. One parent told us, "Danielle takes the time to ask questions about my little boy, and works alongside myself to identify his individual needs, wishes and choices. This was a fantastic opportunity for me to highlight what my child's interests are, if he likes to take naps, his comforts, what he enjoys eating and his individual little hobbies."

We observed that the childminder skilfully interacted with children during play, understanding when to stand back or offer more challenge. This helped children to explore confidently, develop new skills and build their resilience.

The childminder was committed to professional development. They had undertaken training in first aid and child protection and understood what action was required should they have a concern. This helped to ensure children were safe and protected.

Undertaking training was having a positive impact on the childminder's practice and on experiences for children. The childminder should keep accurate records of professional development and continue to source training opportunities. We highlighted best practice guidance available on the Care Inspectorate 'Hub' to support professional development and encouraged the childminder to further enhance her service.

The childminder had a very good understanding of her professional responsibilities. She worked within her conditions of registration and ensured children's safety by gaining insurance, keeping registers, and maintaining the premises to a high standard.

## 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?	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?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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