

# Victoria Alexander Childminder Child Minding

Reddingmuihead

**Type of inspection:**  
Unannounced

**Completed on:**  
5 August 2022

**Service provided by:**  
Victoria Alexander

**Service provider number:**  
SP2015986971

**Service no:**  
CS2015337647

## About the service

Victoria Alexander, trading as Victoria Alexander Childminder, provides a childminding service from the family home in Reddingmuirhead, Falkirk. The care service may be provided to a maximum of 6 children at any one time aged under 12 years, 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.

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, lounge, kitchen/dining and toilet. Children have access to an enclosed rear garden.

## About the inspection

This was an unannounced inspection that took place on 5 August 2022 from 08:45 to 11:30. 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 one child using the service
- Spoke with the childminder
- observed practice
- reviewed documents
- gathered feedback about the service from families.

## Key messages

- The childminder was warm caring and responsive listening to what the child present had to say.
- There was an inclusive culture with children feeling a sense of belonging in the service.
- Children were learning about being safe and responsible when in the local community.
- The childminders learning and development supported their understanding about the individual care and support needs of children.
- The childminder was at an early stage of developing self-evaluation using the Quality Framework.

## 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?	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

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

### Quality Indicator - 1.1 Nurturing care and support.

Children felt loved safe and respected supporting them to realise their potential. Children that were making the transition into primary school had been practicing managing their shoes and jackets. This meant they were feeling confident and becoming independent.

We met one child who was settled and relaxed in the service happily playing with a range of toys and resources. The childminders warm, caring and responsive care, supported the child's overall wellbeing and sense of being nurtured and safe. The childminder knew children well so was able to tailor and personalise the care to meet their individual needs. Parent's told us, "Vicky has a kind and caring nature, she has a nurturing approach with the children which is demonstrated daily in her interactions from drop off to collection time."

The childminder worked in partnership with children and families to ensure they felt included in the service. For instance, the use of a healthy food chart, enabled children and families to identify children's food likes and dislikes. Where children had dietary needs, alternatives were found so that they felt included in the mealtime experience. The inclusive culture in the setting meant that children felt a sense of belonging.

Personal plans supported children's wellbeing. Positive relationships with families and effective communication meant that key information was recorded and considered when planning personalised care and support. Families were included in agreeing next steps for their children. They described communication as excellent and said they received information so they felt included and involved in children's experiences.

### Quality Indicator 1.3 - Play and learning.

The childminder valued the importance of play and learning. Children were able to move freely around the space on the ground floor used for childminding. The environment and activities were planned to include all children and supported them to make independent choices. Being able to explore a range of toys and resources including open ended and natural resources encouraged children's curiosity and promoted learning and development. Parent's told us, "Vicky does a great mix of outdoor activities, art and craft and indoor play".

Children benefitted from further play and learning opportunities when out in the local community. For instance, a visit to the local recycling centre meant children were learning about being responsible through caring for the environment. A parent said, "Vicky has great outdoor access within her setting and combined with her adventures, I know the children receive quality outdoor play opportunities".

## 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.

The childminder had created a home from home, welcoming environment. Children benefitted from accessing the playroom, lounge, kitchen/dining space, a downstairs toilet and garden. All areas were maintained to a high standard to ensure children were safe. Careful consideration had been given to the spaces available and children could independently access toys and resources. This allowed them to lead their own play and follow their own interests. Parent's told us, "My child always looks forward to attending because it is a calm, safe and welcoming environment".

The garden provided a safe and interesting space for children to play and have fun. There was a variety of toys and resources that took account of children's ages and stages of development and learning. A risk benefit approach meant children were building resilience through risky play. Sensory experiences including water, sand and mud play helped children to play creatively and imaginatively. Having access to fresh air and exercise supported children's health and wellbeing.

Children were safe and secure in the service. The childminder had created risk assessments to identify and minimise any risks to children both indoors, in the garden, and in the wider community. The childminder spoke with children about keeping themselves safe, for example, supporting children to understand road safety. This ensured children were supported to enjoy challenging, fun play experiences whilst being kept safe.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and families. For example, personal care, such as nappy changing, was carried out in a private and dignifying way, following infection control guidelines and the childminder encouraged and reinforced the need for good hand hygiene. Children were staying safe and healthy as a result.

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

### 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 well led.

The childminder had a set of aims and a shared vision to provide a safe, secure, clean environment where children could play, learn, develop and grow. They aimed to recognise children as individuals and to be a positive role model promoting social skills and encouraging courteous behaviour and respect for others. This was reflected in the childminder's work and in how the children interacted and enjoyed their time with them and their own children. Parent's told us, "Her own children, I feel, demonstrate the values and vision of her service also in their interactions with the children (manner-able, friendly, inclusive and kind)". As a result, children felt included, accepted and valued.

The childminder demonstrated a positive commitment to improving the service. They told us that parents and children's views were important to them. Daily chats at drop off and pick up, a question of the month and the use of digital apps enabled the childminder to gather the views of families and share children's learning daily. Parents told us they really valued the updates about children's experiences and the opportunities they had to share information about their children. As a result, children experienced continuity

of care and support between their home and the service. We highlighted best practice, 'A Quality Framework for daycare of children, childminding and school aged childcare', that will help the childminder to develop self-evaluation procedures that will continue to support improvement. This will support the childminder to reflect on what is working well and what could be improved.

## 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.

Children benefitted from compassionate and responsive care and support. The childminder was committed and passionate about her role. They took time to listen to children and interacted positively with them encouraging speech and language and empowering children to have a voice. Children were developing a positive view of themselves and were developing trusting and secure relationships.

Working in partnership with families had resulted in strong relationships being formed creating a warm and welcoming ethos in the service. Parents valued the approachable manner and flexibility that supported children's individual needs. This meant children felt valued, loved and a sense of belonging.

The childminder's commitment to their continued professional development supported children to reach their full potential. They had recently completed a recognised early learning and childcare qualification and had completed mandatory training including, paediatric first aid, safe food handling and child protection. The childminder had a clear knowledge and understanding of how children learn and develop and was clear about their role in safeguarding and protecting children. Professional development that was meaningful to the needs of the service had included training in mental health in children and young people. This meant children benefitted from the childminders commitment to supporting and improving their emotional wellbeing.

## 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?	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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