

Grant, Pamela Child Minding

Elgin

Type of inspection:
Unannounced

Completed on:
1 September 2022

Service provided by:

Service provider number:
SP2005945532

Service no:
CS2005089525

About the service

Pamela Grant provides a childminding service from her property in the village of Burghead. The childminder is registered to provide a care service for a maximum of 6 children up to 16 years of age.

The service is close to the local primary school, village centre, a play park and other amenities, such as a community garden. The children are cared for in a conservatory/playroom, kitchen, downstairs family bathroom and a large, enclosed back garden. Younger children can have access to an upstairs bedroom set up with a travel cot.

About the inspection

This was an unannounced inspection which took place 26 August 2022, between 09:10 and 13:15. 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 four family members of people using the service
- spoke with the childminder
- observed practice and daily experiences
- reviewed documents.

Key messages

- We observed warm, compassionate, nurturing care and interactions.
- Children benefitted from play opportunities which promoted curiosity and problem solving.
- Children's knowledge and skills development were successfully captured in observations.
- Children's learning and development would benefit from next steps and support needed to make progress being made explicit.
- The childminder fostered strong and lasting relationships with families.
- Children benefitted from a childminder who proactively sought continuous improvement in the service they provide.

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

During this inspection visit the childminder was caring for one child. Other sources of evidence were provided during the inspection. These included conversations with parents of children using the service and photographs provided in learning journals and observations.

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.

Quality Indicator 1.1 Nurturing Care and Support

The child being cared for by the childminder benefited from warm, nurturing interactions. The child was supported in their play by a childminder who understood the benefits of interacting and playing at their level. It was clear that strong bonds had been established between the child and childminder. This was supported by parents who told us they had "nothing but praise for (the childminder), they're reassuring, really nurturing."

Personal plans were detailed with information to support children's individual care and development needs. The information gathered supported the wishes of parents and reflected their personal preferences. For example, the childminder had clear information about individual sleeping and daily routines for children. Parents were regularly invited to review personal plans with the childminder.

The child's wellbeing, care and development were supported by the use of a daily diary. This provided parents with information about key aspects of their daily care and experiences. Information shared included details about toileting, eating and sleeping as well as activities and experiences in which the child had participated. Parents told us the childminder "takes into account individual needs, recognises what (their child) likes."

The child being cared for was encouraged to be independent where possible, for example, in changing their clothing for indoor or outdoor play. The entrance hallway was organised to provide child height coat pegs and a shoe store for outdoor shoes to facilitate independence.

The child's health, wellbeing and social learning benefitted from a relaxed, family-feel to snack and meal times. Snacks and lunches were provided by parents. A younger child sat at a child height table and chairs to support a comfortable eating experience. The childminder advised that older children, attending the service after school could sit at a full size dining table. The child's independence was fostered when they self-selected items from a lunch box to put on a plate. The childminder sat with the child, focussed on their needs, engaging them in social chat, creating a pleasant unhurried experience. The child's health was supported by regular reminders and encouragement to drink fresh water throughout the day.

Personal care was supported by warm, fun interactions. The child concerned clearly felt comfortable and secure as their dignity and privacy were respected during personal care. The child's health and wellbeing was supported by the childminder's organisation and use of PPE and established handwashing routines.

Accidents and incidents were recorded appropriately and shared with parents, supporting children's health, wellbeing and care. Medicines were managed according to best practice guidance.

This included detailed information about triggers, symptoms and an action plan in place in the event of a medication not being effective in controlling symptoms.

Quality Indicator 1.3 Play and Learning

The range of resources, toys and books available reflected the wide age range of children cared for by the childminder. Learning journals contained photographs of experiences, resources and learning opportunities provided by the childminder. Older children were able to choose activities to suit their interests. For example, they were supported to develop independence by being able to meet friends in the nearby play park after school. Parents told us the childminder helped children "to learn to walk home to (childminder's house) independently from school safely," as they got older.

We observed that the child being cared for was supported to freely play between indoors and outdoors. They happily engaged with various activities, selecting and asking for resources enabling them to lead enhance their own play. Sometimes they involved the childminder and the inspector in their play and, at other times, chose to play independently.

From photographs in learning journals, we could see that children benefitted from play experiences which provided opportunities to be creative and develop curiosity. A parent said that the childminder will "run with what their child is interested in." We observed a child's natural curiosity supported and encouraged by the childminder's responsive use of questioning.

New and topic related language used by children in their play was noted in observations about their learning. We observed how the development of a child's numeracy knowledge and skills were developed through play and daily activities, such as counting out snack items.

Children's learning and development were supported by the effective recording of good quality observations. These recorded developmental progression and learning achievements and were linked to best practice frameworks and documents. We discussed the further development of observations with the childminder. The childminder should consider including next steps in learning and development. These should mention the type of support a child might need to make progress.

Children benefitted from their progress being shared with parents. Regularly sharing the learning journals containing observations gave parents the opportunity to be involved in supporting learning at home.

How good is our setting?

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.

Children benefitted from being cared for in a very clean, tidy, well-organised family home and safely enclosed garden. Children's safety and security were supported by the use of safety gates in the home and garden. Benefits included the safe movement of a younger child around the childminder's home and limiting contact between them and the family dog.

Toys and equipment were well-maintained, demonstrating the childminder's commitment to providing a safe, clean, enjoyable experience for children. A conversation between the childminder and a child about what had happened to a toy they were looking for exemplified this. The toy had been recently removed after a broken part had been discovered.

The photographs in the children's learning journals, and accompanying observations, showed the childminder provided a balance of planned and open-ended activities. These provided challenge and problem solving opportunities. We observed how a child was encouraged to be imaginative in their play, supported by well-timed and skilful interventions from the childminder.

Indoors the playroom was organised so that children could select from a variety of toys and resources. Some were stored in the garden shelter and could be accessed on request. An indoor tepee provided a cosy area for rest or play.

Younger children's sleeping routines were supported by arrangements established between parents and the childminder. These were documented in personal plans. We spoke with the childminder about safe sleeping guidance and using this to advise parents in safely meeting the sleep needs of children.

The childminder had appropriate infection prevention and control measures in place, supporting health and wellbeing. Hand hygiene routines were clearly established and part of everyday routines for the child being minded at the time of the inspection. It was clear that hygiene and cleanliness were a high priority for the childminder. Soap and hand sanitiser were readily available and disposable paper towels were provided in the bathroom. Personal Protective Equipment (PPE) and personal care items were tidily stored to be close at hand.

Confidential information was stored away securely so that it was not accessible to children.

How good is our leadership?

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.

Children's experiences, learning, development and care benefitted from a childminder who showed commitment to proactively seeking continual professional development and improvement. Self-evaluation helped the childminder analyse changes which had been implemented. The service plan documented further improvements that could be made, as well as pinpointing what was working well.

Children benefitted from their parents' preferences being reflected in the activities and experiences provided. Parents were encouraged to have a key role in service improvement and quality assurance. Parent provided regular feedback through questionnaires based on the SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included). The childminder also sought evaluative feedback by asking parents of children leaving the service to complete an exit feedback form.

Feedback from parents was used as a basis for forming improvement actions. For example, the childminder had formed an action plan to increase the use of visits within the local community to broaden the experiences offered to children. A parent shared how the childminder had, "helped (children's names) learn to walk home to (the childminder's house) independently from school safely when they were old enough to do so." We advised the childminder that there could be a greater role developed for children to evaluate their experiences and record these in a suitable way.

Children were supported to be protected and safe by a childminder who demonstrated competence in their awareness of their role and responsibilities in terms of child protection. In discussion the childminder was confident about the actions they would take in the event of a child protection concern.

How good is our staff team?**5 - Very Good**

We found significant strengths in aspects of the care and experiences provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Children and families using this service were supported by a warm, compassionate and responsive childminder. Parents told us they were very happy with the care and support their children received. They advised that they felt able to approach the childminder at any time to discuss their children's care and development.

Children's care was supported by best practice documents. The aims and objectives of the service were shared with parents, referencing the United Nations Convention for Rights of the Child and Health and Social Care Standards to underline the objectives of the service. A booklet shared with parents set out comprehensive information, underpinned by policies and procedures which supported the care and support families could expect from the service.

The childminder demonstrated a good understanding of child development, evident in their provision of activities for a diverse age range. Parents advised that they received "photos each week of what they've been doing" and could see "loads of time spent outdoors doing art, different and new activities."

We observed the childminder respond to a child with compassionate care, sensitive to their needs and interests. Parents advised that the childminder, "allows children to grow as they get older and develop more independence." This approach supported children to feel secure and confident in the care of the childminder. We observed how a child approached the childminder for help and comfort, demonstrating their confidence that they would receive a positive, caring response.

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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