

# Craig, Shona Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
31 October 2022

**Service provided by:**

**Service provider number:**  
SP2007962932

**Service no:**  
CS2007141624

## About the service

Shona Craig provides a childminding service from her detached property in a residential area of Bearsden, East Dunbartonshire.

The childminder may care for a maximum of six children at any one time up to 16 years of age:

- of whom no more than six are under 12 years;
- of whom no more than three are not yet attending primary school and;
- of whom no more than one is under 12 months.

Numbers include the children of the childminder's family/household.

The service is close to local schools, shops and parks. Children are cared for on the ground floor of the property which includes a lounge, playroom, kitchen/dining area, conservatory and garden area.

## About the inspection

This was an unannounced inspection which took place on Thursday 27 October 2022 between 11:45am and 13:45pm. 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 care for two children using the service
- gathered feedback from five families using the service
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

**Key messages**

- The childminder had developed very strong relationships with children and families.
- Communication between the childminder and families was very good.
- Children were very happy and secure in the childminder's care.
- Children were included in the community through visits to local libraries, toddler groups and parks.
- Children had access to a very good range of toys and resources to support their learning and development.

**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 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.

### 1.1. Nurturing care and support.

Children were happy, settled and relaxed in the childminder's care. We observed warm and caring interactions. For example, children climbed onto the childminder's knee for cuddles when needed, and the childminder was responsive to children's needs. As a result, good attachments had been formed and children felt loved and secure in the childminder's care.

The childminder supported children to have respect for others. She acted as a positive role model and encouraged children to be kind to each other and share toys when playing together. House rules were displayed for older children so that they knew what was expected of them.

Children brought their own lunches to the service and the childminder provided snacks. Healthy choices were encouraged. Children's allergens were recorded, and children were supervised while eating which helped keep them safe. The childminder chatted to the children and offered support when needed. Children were given plenty time to eat their lunch which ensured that the lunch experience was relaxed, sociable and unhurried.

Children's emotional wellbeing was supported through sensitive and safe sleep routines. The childminder recognised that one child needed a sleep and she took her out in the pram to help settle her. On return to the childminder's house, the sleeping child was transferred into a travel cot in line with safe sleeping guidance.

Personal plans contained information that supported meeting children's needs. Families were involved in sharing information and planning to meet individual care needs. For example, details about their interests, health and likes and dislikes. To further support children to achieve, personal plans could include identified strategies and links to the 'Getting it right for every child' (GIRFEC) wellbeing indicators.

No children were being given medication at the time of the inspection, but the childminder had appropriate medication records in place should the need arise.

### 1.3 Play and learning.

Children could make independent choices about where they wanted to play and what they wanted to play with. This was supported by a rich environment which contained a wide range of toys, games, books and craft materials.

Children's play and learning was supported by the childminders' knowledge of child development. For example, the childminder had expanded her knowledge about schemas and provided appropriate resources to support this. Schemas are repeated actions or behaviours that children display as they explore the world around them and try to find out how things work.

Children's play was enhanced by the range of toys and activities on offer. There was a good balance of children's choice and adult led activities to support children's interests. For example, a variety of Halloween themed activities had been planned to support children's play. The childminder had some 'loose parts' play materials which are natural, open-ended materials that support children to develop their curiosity, imagination and problem-solving skills. She should continue to develop this. To support this, we signposted the childminder to 'Loose Parts Play: A toolkit' available on the Care Inspectorate Hub.

Children were supported to develop their language, literacy and numeracy skills. This was supported by regular visits to local libraries and attending 'Book bug sessions' where children develop their language and social skills through songs, rhymes and stories. During a local walk, children were encouraged to count the number of conkers they collected which gave them the opportunity to naturally develop numeracy skills.

## How good is our setting?

## 5 - Very Good

We made an evaluation of very good for this key question. An evaluation of very good applies to a performance that demonstrates major strengths in supporting positive outcomes for children and families.

### 2.2 Children experience high quality facilities.

Children were cared for in a warm, comfortable and homely environment which helped them feel welcome, safe and secure. Play spaces were clean, bright and well ventilated. They had been carefully planned to meet children's needs and give children a message that they matter.

Children could choose from a variety of play areas. For example, a well-resourced playroom and garden, a lounge area, a conservatory where children could participate in messier play, and a large dining table where children could eat meals and snacks, or engage in arts and craft activities. This helped promote children's choice and independence.

Children benefitted from accessing a wide variety of toys such as books, puzzles, games, cars, dolls and pretend kitchens. The childminder was aware of children's interests and toys were changed to meet their needs or choices. We saw children having lots of fun as they played imaginatively with dolls and prams, and 'cooked' in the play kitchen. Sofas in the playroom, conservatory and lounge provided opportunities for children to enjoy quieter activities, such as reading, or have space to relax.

Children benefited from a variety of outdoor play experiences which supported their emotional and physical wellbeing. As well as direct access to the garden area, children enjoyed visits to local play areas and woodland parks, for example, Baljaffray play park and Mugdock country park.

The childminders house was well maintained. Risk assessments were in place to identify hazards and put appropriate measures in place to reduce risks. Written permission had been sought for activities such as travel by car and contact with family pets.

The childminder demonstrated good practice in infection prevention and control. She modelled good hand hygiene, for example, after wiping children's noses, and children's hands were cleaned before and after eating. Appropriate cleaning materials were used, and the childminder's cats were discouraged from the kitchen/dining area while children were having their lunch.

## 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.

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

The childminder was committed and passionate about her role. She communicated well with families to ensure positive outcomes for children. A welcome handbook was given to parents/carers before starting to ensure they knew what to expect. Families were given regular updates about their child's development through daily conversations and regular reviews of children's care and learning plans.

Families valued the relationships that the childminder had built with them. They made comments such as:

"My daughter has been with Shona since she was a baby and I have always felt that being with Shona has contributed to her becoming the confident and bright child that she is. Shona is extremely warm and caring and a wonderful childminder."

"I feel that Shona treats (my child) like another family member."

"Shona has been our childminder for 10 years and we feel very lucky to have her in our lives."

The childminder demonstrated a positive commitment to improving her service; she regularly sought the views of the children and families. For example, through 'Whatsapp', six monthly questionnaires and exit questionnaires. This helped the childminder identify areas for improvement. We suggested that the childminder develop consultation methods by including children in the process.

The childminder took opportunities to reflect on her practice. She networked with other childminders to gain new ideas and share good practice, and she used online resources to evaluate her practice. This helped her identify what was going well and could be improved.

## How good is our staff team?

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.

### 4.1 Staff skills, knowledge and values.

The childminder was warm, kind and caring towards children which meant that they felt happy, safe and secure in her care. One parent told us, "Shona appears very quickly attuned to needs of my children...my children have loved going there from the first visit and complain if I pick them up early!".

The childminder was experienced and confident in her role. She had developed a range of skills and knowledge that enabled her to build nurturing relationships and support children's individual needs. This demonstrated an understanding child development and the importance of building positive relationships.

The childminder was committed and motivated to learn and improve her practice, whilst promoting positive outcomes for children and their families. To support this, she had completed her SVQ level three qualification in children's care, learning and development. She had also successfully completed a range of courses relevant to her role, including first aid and child protection to help keep children safe. The

childminder kept a training log of all courses she had attended. She should now evaluate any training attended and identify how she has improved her practice as a result of the training.

The childminder was a member of the Scottish Childminding Association (SCMA) and often engaged with other childminders. This provided opportunities to share ideas, gain knowledge and reflect on practice which contributed to positive outcomes for children.

The childminder had a very good understanding of her professional responsibilities. She worked within her conditions of registration and had appropriate policies and procedures in place to support her practice. As a result, children received a very good level of care.

## 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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