

Kier, Margaret Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
24 October 2022

Service provided by:
Margaret Kier

Service provider number:
SP2003903797

Service no:
CS2003006466

About the service

Mrs Kier provides a childminding service from her property in a quiet residential area of Burnside, Rutherglen. The childminder is registered to provide a service for a maximum of six children under the age of 16 years. These numbers are inclusive of children in the childminder's family.

The service is close to local primary schools, shops, parks and other amenities. The children are cared for in the dedicated playroom, kitchen, bathroom and living room. Children also have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on 18 October 2022 between 10:15 and 12:45. We provided feedback to the childminder on 24 October 2022. 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 one person using the service and three of their family members
- spoke with the childminder
- observed practice and daily life
- reviewed documents

Key messages

- The childminder had developed meaningful relationships with children and families.
- Children were supported through warm and caring interactions with the childminder.
- The childminder made good use of the local community including toddler groups, local walks and parks to support children's learning and development.
- The childminder should continue to develop children's personal plans to support their individual needs.
- A more formal approach to evaluating the service will help the childminder to reflect on any improvements needed and the impact these have on the outcomes for children.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

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

1.1 Nurturing Care and Support

Children were happy, settled and content in the service. To support children to feel secure in their environment, interactions with the childminder were warm and kind. The childminder knew children well and was responsive to their individual needs. For example, recognising when children wanted to come inside from the garden or when they were hungry.

Each child had a personal plan, which contained core information. For example, parent details, emergency contact details and dietary requirements. The childminder was at the early stages of transitioning personal plans over to a new format. We agreed this new format would be beneficial in supporting children's individual needs. We reminded the childminder about reviewing personal plans with parents every six months, or earlier if needed.

The childminder recognised children's individual routines and was responsive to these. For example, ensuring children had opportunities to sleep when they needed to. This contributed to children's emotional development and wellbeing.

Children enjoyed relaxing and sociable mealtimes. The childminder sat alongside children chatting, smiling and encouraging children whilst eating, contributing to positive relationships. Parents provided a variety of healthy meals for children whilst they attended the service. This helped support their individual dietary needs. To promote children's independence, we discussed with the childminder supporting children to use cutlery and feed themselves.

1.3 Play and Learning

Children were enjoying the toys and materials that were available to them. For example, bubbles, xylophone and building blocks. To support children's learning, they could move freely around the space, choosing where to play as they wished.

The childminder was mindful to ensure toys and materials were age and stage appropriate for all children to support their play opportunities. Whilst these toys and materials supported children's interests, we discussed with the childminder providing more natural items to support children's natural curiosity. The childminder agreed to develop these opportunities.

Children led their own play and invited the childminder to play with them. They responded positively to the interactions from the childminder and sought more of these. This contributed to children feeling valued and strengthened positive relationships.

Children had direct access to the back garden which meant opportunities for outdoor play were plentiful helping to ensure children had access to fresh air and participate in active play every day supporting their

health and well-being. Children had been involved in recent growing and planting of flowers, nurturing children's sense of wonder and awe at the processes of life.

How good is our setting?

4 - Good

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

2.2 Children experience high quality facilities

The childminder's home provided a warm and welcoming environment for children. The environment was clean, tidy and free from clutter. To support children's emotional development, sofas and cushions provided opportunities for children to rest and recharge. The home from home ethos in the service helped ensure children were comfortable and relaxed in the environment.

Children were protected from harm through a variety of methods. For example, risk assessments were completed and a stairgate was in place at the bottom of the stairs to help ensure children's safety. Further safety measures included, secure gates and hazardous materials were out of reach of children.

The outdoor garden was a large space for children to explore and have fun. Daily access to the outdoor garden provided opportunities for active play, fresh air and learning about nature. This contributed to children's health and wellbeing as well as their learning.

We were satisfied there were appropriate infection control measures in place to support a safe environment for children. For example, regular handwashing and cleaning of surfaces. The childminder also used gloves and aprons to support good hygiene when carrying out nappy changes.

We discussed further developing opportunities for children to self select toys and materials to support their play and enhance learning. The childminder had recently had new cupboards installed and was in the process of creating opportunities for children to self select toys and materials. We encouraged the childminder to continue with these plans to ensure children were able to choose toys and materials as they wished.

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 led well

The childminder had established strong relationships between children and their families. One told us the childminder was 'really friendly, open and personable'. To contribute to a continuity of care for children, a flexible service was provided to help accommodate the families attending the service. Parents told the childminder 'is always there and always flexible'.

Regular communication took place through drop offs and pickups as well as through technology. For example, text messaging and email. Parents told us communication was good and they "chat all the time" with the childminder about their children.

A number of policies were in place and these were shared with parents through a welcome pack when their child started at the service. These policies helped parents to become familiar with the ethos, values and aims of the service. We suggested some changes to these policies to help ensure they are reflective of current best practice.

Regular communication with families took place through face to face discussions and technology. For example, text messaging. The childminder was not yet registered with the Information Commissioners Office (ICO), but did agree to register during the inspection. The ICO is an organisation that promotes good practice in data protection.

The childminder was committed to their role and wanted the best outcomes for children. Informal feedback was sought from families through daily verbal discussions and messaging. To support continued development of the service, we discussed with the childminder developing more formal approaches when seeking feedback from families to support further reflections and identify any improvements needed. For example, through questionnaires.

How good is our staff team?

4 - Good

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

4.1 Staff skills, knowledge, and values

Children were respected and recognised as important citizens. A focus on developing positive relationships and nurturing interactions supported children to feel loved. The childminder showed a good understanding of the impact of the Covid-19 Pandemic on children's development and was keen to offer individual support to each child and family.

The childminder understood their role in protecting children from harm and we were confident they would respond correctly if concerned about a child. The childminder agreed to arrange a refresher child protection course to help ensure they were up to date. The childminder agreed to address this.

Good use was made of the local community groups with other childminders. This promoted professional discussions and sharing practice ideas to help develop the service further to support good outcomes for children. The childminder found these groups very beneficial and supportive. One parent told us 'I like that they are out all the time at parks and nature walks'.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - 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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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