

# Currie, Claire Child Minding

Cupar

**Type of inspection:**  
Unannounced

**Completed on:**  
5 October 2022

**Service provided by:**  
Claire Currie

**Service provider number:**  
SP2014986280

**Service no:**  
CS2014330619

## About the service

Claire Currie provides a childminding service from her home in Auchtermuchty, Fife. The service is close to a local school, nursery, shops, parks, woodland, library, transport links and other amenities. The children are cared for in a lounge, kitchen with an area for dining and provides access to a downstairs toilet and large garden.

The service is registered to provide a care service to a maximum of six children at any one time under the age of 12 of whom no more than three are not yet attending primary school and no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

## About the inspection

This was an unannounced inspection which took place on 05 October 2022 between 12:15 and 14:45. 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:

- spoke with two children using the service
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

- Children experienced nurturing care which supported them to feel happy and secure.
- Personal plans should be developed further and reviewed at least every six months.
- Children benefitted from interesting experiences outdoors both in the garden and local community.
- Self-evaluation and quality assurance should be improved to support positive outcomes for children and families.
- Good communication and positive relationships supported families.
- To support continuous improvement the childminder should undertake further professional 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
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 with a number of important strengths which, taken together, clearly outweigh areas for improvement.

### Quality indicator 1.1 Nurturing care and support

Children experienced warm, nurturing interactions and care. Children were happy, settled and had affectionate relationships with the childminder who responded to them sensitively and calmly. This meant that children felt safe and cared for in the setting.

Knowing children well meant that the childminder was able to respond to their individual needs and preferences. For example, children were able to sleep when they needed to and the childminder worked closely with parents to support routines. This provided continuity of care, reassurance and ensured the child was supported in the service.

Effective communication meant the childminder worked in partnership with families. Parents were very happy with the personal care provided and the daily conversations about children's experiences and achievements. This supported children to feel secure and helped parents to feel included in their child's care.

Personal plans included some information to meet children's needs. To support children's overall wellbeing these should now be further developed and include next steps, progress and achievements in children's learning. We reminded the childminder that personal plans should be reviewed and updated at least every six months or as needs change (**see area for improvement 1**).

Children enjoyed a sociable and unhurried lunch experience which took account of their own pace. Children's language was encouraged as they sat chatting at the dining table with the childminder. One child told us about growing fruit in the garden and harvesting it to eat for snack. This provided opportunities to promote healthy eating and safety.

### Quality indicator 1.3 Play and learning

Children had access to a variety of toys, games and books and their individual interests were explored. For example, a range of experiences were provided to develop one child's interest in using paint. Parents' comments included, "The daily activities are always tailored to my child's interests and are targeted for their age and stage". Providing more opportunities for children to choose what they wanted to play with would encourage independence and imagination.

A range of interesting experiences within the garden and local community supported children to be physically active, develop confidence and learn about nature. For example, during the inspection children had fun as they explored and painted with conkers which they had collected during a local walk. Growing a large selection of plants, fruits and vegetables provided children with opportunities to learn a range of skills. Extending the range of open-ended resources would encourage children to be curious and creative in their play.

Planning was both adult initiated and child led, with children sometimes being invited to suggest what they wanted to do. Parents' comments included, "She always has activities/crafts planned, which my child absolutely loves". We discussed ways to further develop planning, for example, gathering and recording children's ideas. Developing these would support children to feel respected and included.

### Areas for improvement

1. To support children's progress and overall wellbeing the service should develop individual personal plans further. This should include recording children's achievements and next steps in their learning and development to support their progression. These should be reviewed at least every six months or as needs change.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

### How good is our setting?

**4 - Good**

We evaluated this key question as good with a number of important strengths which, taken together, clearly outweigh areas for improvement.

#### Quality indicator 2.2 Children experience high quality facilities

Children experienced care in a comfortable, homely setting. Children had ample space to play and could choose to relax in the lounge. Resources were stored tidily and children had choice. Further consideration could now be given to enable all children to access some resources independently. A wider variety of resources to encourage imagination and challenge children's thinking would benefit their development.

Importance was placed on being outdoors. Visiting local parks, woodland and playing in the large garden meant children benefitted from exploring the natural environment and learning about risk. Children developed skill and confidence from their experiences and were developing a sense of belonging in their community.

Appropriate infection control procedures were in place to support a safe environment. The home and equipment were clean, tidy and well maintained. Children's wellbeing was supported by a range of measures to limit the spread of infection such as cleaning routines, ventilation and washing hands regularly. We asked the childminder to develop an infection prevention and control policy and use good practice guidance to enhance nappy changing procedures.

## How good is our leadership?

## 3 - Adequate

We evaluated this key question as adequate, where there are some strengths and these just outweigh weaknesses.

### Quality indicator 3.1 Quality assurance and improvements are well led

Policies, procedures and risk assessments supported children's wellbeing within the service. These were shared with parents as part of each child's induction process. To keep children safe and protected these should be regularly reviewed and updated. The childminder should ensure that all required documentation is in place, maintained and available.

Ways of gathering the views of families was informal and could be enhanced. Children and families should be meaningfully involved in influencing change in the service. The childminder should develop ways to record children's and parents' feedback and use this information in the self-evaluation process. This will support families to feel valued in contributing to improvement of the service.

Self-evaluation and quality assurance for improvement was at an early stage of development. The childminder shared that, by reflecting on practice, she would like to take a renewed approach. We recognised that she was beginning to identify strengths and areas for improvement. To support evaluations and improvements in the service, we encouraged the childminder to become familiar with the Care Inspectorate guidance 'A quality framework for day care of children, childminding and school aged children' (see area for improvement 1).

The childminder should consider creating a simple improvement plan which highlights developments, progress and benefits to outcomes for children. We also suggested that they develop a quality assurance calendar to support with improvements. This would support with planning audits and reviews of procedures more effectively and in line with best practice guidance.

### Areas for improvement

1. To further support evaluations and improvements in the service, we suggested the childminder becomes familiar with best practice guidance including the Care Inspectorate guidance 'A quality framework for day care of children, childminding and school aged children'.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

**How good is our staff team?****4 - Good**

We evaluated this key question as good with a number of important strengths which, taken together, clearly outweigh areas for improvement.

**Quality indicator 4.1 Staff skills, knowledge and values**

Children benefitted from the childminder's, kindness and compassion. They had fun and enjoyed spending time with the childminder who showed enthusiasm as she joined in their play. Respectful interactions maintained children's dignity and stimulated their curiosity, independence and confidence. A nurturing approach and strong attachments between the children and the childminder supported them to feel respected, loved and secure.

The childminder had built trusting relationships with families and created a positive ethos. A flexible approach supported families' needs. Regular communication through daily discussions and digital technology ensured children experienced a consistent approach. As a result families developed secure attachments and had positive experiences. Parents' comments included, "We are kept well informed with their day through messages and photos" and "Claire always lets me know what is happening".

To ensure children were safe and protected the childminder had good knowledge of child protection procedures. The childminder identified that refresher training in child protection would be beneficial. As a clearly reflective practitioner, the childminder should identify further professional learning to improve experiences and outcomes for children. We advised keeping a record of professional learning. Evidencing its impact on children's experiences will promote continued reflection and enhanced practice. We signposted the childminder to best practice guidance on the Care Inspectorate Hub to further support practice.

**Areas for improvement**

1. To support children's wellbeing learning and development the childminder should identify training and professional reading to develop their skills and knowledge. The childminder should record learning and evidence the impact on experiences and outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

**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?	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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good



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