

# Hayley's Childminding Child Minding

Forfar

**Type of inspection:**  
Unannounced

**Completed on:**  
28 October 2022

**Service provided by:**  
Hayley Douglas

**Service provider number:**  
SP2015986935

**Service no:**  
CS2015337421

## About the service

Hayley Douglas provides a childminding service from her home in Glamis. The service is registered to provide a service to a maximum of 6 children at any one time under the age of 16 years, of whom no more than 3 are of an age not yet attending primary school and of whom no more than 1 is less than 12 months. Numbers are inclusive of the children of the childminder's family. Minded children cannot be cared for by persons other than those stated on the registration certificate. Overnight care will not be provided.

The service is based in a residential area of Glamis and is close to local parks, schools, shops and the countryside.

## About the inspection

This was an unannounced inspection which took place on 28 October 2022 between 09:00 and 12:15. The inspection was carried out by two early years inspectors 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 and four of their family members
- observed practice and daily life
- reviewed documents.

## Key messages

- The childminder had secured warm, positive, nurturing relationships with children, knew them well and was responsive to their needs.
- The childminder provided a wide range of rich experiences. This helped to develop children's literacy, numeracy, imagination, creativity, and critical thinking skills.
- Observations of learning focussed on skills and supported the childminder to meet children's needs.
- The childminder had formed positive relationships with families, regularly gathering and evaluating their views to improve the service.
- Play was stimulating and challenging, which supported children to progress and develop their skills and learning.

## 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?	6 - Excellent
How good is our setting?	6 - Excellent
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?

6 - Excellent

We evaluated this key question as excellent where performance was sector leading with outstandingly high outcomes for children.

### Quality Indicator 1.1 Nurturing care and support

Children experienced warm, kind and nurturing approaches to support their wellbeing. The childminder used a soft and comforting approach to support children if they became upset. Children were supported in feeling safe, secure and loved by a strong relationship with the childminder, who knew them well. For example, when a child became upset due to unfamiliar faces in the service, the childminder provided comfort and reassurance, taking them to the kitchen to complete a craft activity. Children's rights were upheld, as they were supported to manage their emotions with kindness and patience.

Children's individual personal plans were completed to a high standard, reflected parent's views, and supported children to achieve. Plans were linked to the GIRFEC wellbeing indicators which are safe, healthy, achieving, nurtured, active, respected, responsible and included. These were used to track children's development, celebrating their achievements monthly. Settling-in reports were designed to meet individual needs. This highlighted the responsive nature of the service provided, respecting children and families as individuals in her care. A parent shared 'Hayley provides me with paperwork to update twice a year. She encourages me to discuss any changes in my child's circumstances on an ongoing basis. She is extremely professional in her approach with this.'

The childminder used a variety of methods to communicate and share information effectively with families. Daily face to face communications provided the opportunity to share information relating to the child's day. One parent highlighted 'Hayley is exceptional in this area of her service. She provides updates through photographs, videos, messages, and always shares information about my child's day.'

Snack promoted a relaxed and unhurried social experience. The childminder promoted social conversation skills as she sat with the children enjoying snack together. Children were supported to be independent at the level that was right for them. For example, one child held the milk jug with the childminder, whilst the other child was guided to pour their own milk. Care and support was tailored to support and challenge children's age and stage of development. Literacy and numeracy skills were developed throughout the experience, as children counted pieces of apple and the childminder modelled related words. For example, the childminder commented that the apple tasted 'juicy' encouraging children to taste the fruit for themselves.

The childminder was respectful towards children during nappy changing. Children's rights were upheld as their permission was requested to change their nappy. Their dignity was protected, as they were changed out of sight of other children. A wipeable mat, gloves and an apron were used to prevent the spread of infection.

### Quality Indicator 1.3 Play and Learning

Children experienced stimulating and creative high-quality play and learning that supported them to develop their skills. A wide range of engaging experiences were available, promoting choice and independence in play. For example, a play space was created where children could make use of resources such as books, puzzles and models to explore healthy bodies. Children's home life experiences were respected and valued, as the childminder supported children during their transition to nursery.

The childminder interacted skilfully with children during play to extend their ideas and thinking. For example, the childminder and children played together shining torches and talking about the pumpkins and shapes they could see in the light. Observations were embedded within practice and focussed on developing children's skills. Photographs evidenced the varied opportunities within the learning focus and the progression children had made. Next steps were suited to individual needs and were regularly reviewed, which supported and enhanced children's overall development.

Supporting children to achieve and progress, while developing a wide range of skills, was embedded in the childminder's practice. A rich play environment provided opportunities for literacy and numeracy to be developed, as the childminder spoke about numbers, sizes, measurements and counting. Children's wellbeing was supported as they developed their learning about safety whilst chopping wooden vegetables. The childminder introduced new words with the children by encouraging them to talk about the different textures, exploring how to stick the food together. Children's achievements were praised as one child requested a 'high-five' for his success. Experiences supported children to focus for extended periods of time, demonstrating skills in independence and perseverance. A parent shared that 'My child has experienced a huge array of learning experiences. Hayley has a range of tools to promote learning in numeracy, literacy, health and well-being.'

The childminder demonstrated a sound knowledge of child development and used this to progress children's skills. Nurturing relationships empowered children to feel safe and confident in their play choices. For example, children were supported to develop early writing skills by recognising their name and beginning to copy and mark make to write their name on their artwork. This enabled children to build on their sense of self and take ownership of their creations.

Outings supported children to develop their confidence and social skills. The childminder made effective use of the community with photographs evidencing visits to beaches, play parks and farms. This supported the children to develop an awareness of their local community and sense of belonging. Parents shared with us that children had a wide variety of opportunities to explore their community, often focussed on children's interests.

## How good is our setting?

## 6 - Excellent

We evaluated this key question as excellent where performance was sector leading with outstandingly high outcomes for children.

### Quality Indicator 2.2 Children experience high quality facilities

A natural, warm, welcoming, and homely environment was provided for the children. Opportunities to promote children's imagination, creativity and curiosity were at the heart of all experiences. Spaces, toys and materials reflected children's interests and stages of development. The living room was equipped with natural resources including a wooden kitchen area, a wide variety of wooden toys and puzzles and real-life resources to promote numeracy and literacy. Story spoons were displayed in a basket and an interactive story basket with puppets and props supported quality story sharing. The wide range of age and stage appropriate resources provided support and challenge, meeting children's individual needs.

Opportunities to enhance children's creative skills were provided in a rich craft area within the kitchen. An art and craft station which included paints, pens, scissors, glue sticks, natural resources and a range of different paint brushes, supported children's independent craft choices. Coat and apron hooks were at child height, promoting independence and responsibility. Children's artwork was framed and displayed around the childminder's home. This respected and valued children's creations, showing that they matter.

Children's interests were nurtured through varied opportunities to explore their learning across the childminder's home. For example, a low table was set up in the kitchen with loose parts and natural resources. This had an autumn focus and included a story about a leaf. This promoted children's current interests, curiosities and focussed on providing rich experiences.

Children benefitted from a large, well-equipped garden, which further embedded opportunities for children to explore and learn in a natural environment. This included a mud kitchen, large sand pit, tyres and active play resources. This enhanced children's opportunities to develop their fine and gross motor skills.

Risk assessments, completed by the childminder and children, extended their understanding of safety and risk. Children risk assessed the garden, home and infection control. The childminder reviewed risk assessments every six months, recording any changes on a chart. This ensured children's safety at all times. Children were able to explore the childminder's home freely, as a stairgate at the bottom of the stairs maintained their safety.

The childminder consistently carried out smoke alarm checks and fire drills with the children. This further supported children's safety and security, as they developed a good understanding of what to do in an emergency.

**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.

**Quality Indicator 3.1 Quality assurance and improvement are led well**

There was a clear vision in the service and the childminder was committed to continuous improvement, which promoted positive outcomes for children. The childminder had a range of policies that supported the running of the service. These policies were regularly reviewed, updated and shared with families. This supported a joint understanding of best practice. This also supported families to feel valued, included and promoted consistent care for children.

The childminder recognised the value and importance of positive relationships with families. The views of parents and children were actively sought to support improvements. Informal conversations and formal questionnaires helped to identify any changes needed, ensuring effective information sharing to meet children's needs. Consultations with children respected their rights as partners in informing and planning play and learning experiences. These opportunities ensured that both children and families were involved and included in the self-evaluation of the service. Self-evaluation reflected positive outcomes for children and families. One parent shared that the childminder was 'responsive' to their suggestions, supporting their child to progress and develop. We suggested that any significant actions from feedback could be recorded, evaluated and shared with children and families.

Clear and organised records were well maintained and stored. These included policies, training records and personal plans. The childminder informally identified areas for improvement within the service, sharing that she was continually reflecting. This was evidenced in the high-quality learning experiences provided for children. We encouraged the childminder to capture improvements, reflecting on the impact any changes may make. This would contribute to the life and development of the service.

## 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.

### Quality Indicator 4.1 Staff skills, knowledge, and values

The childminder valued the importance of strong connections with both children and their families. Their calm and caring approach ensured that they were responsive to meeting children's individual needs. This contributed positively to children's overall wellbeing and helped them to feel settled, relaxed and loved in the childminder's care. This promoted children's rights at the heart of the childminding experience, as each child was cared for and respected as an individual.

The childminder demonstrated commitment to their own learning and development. A detailed training record demonstrated that the childminder continually aimed to improve. The childminder had completed training in a wide range of areas including self-evaluation, risk taking in the early years, expressive arts, and science in the early years. Training was evaluated to consider the impact on the childminder's practice and outcomes for children and families. The childminder's home demonstrated the impact of training through the provision of resources and planning of the environment. Professional learning reflected a clear understanding of child development, which enhanced experiences and learning opportunities.

The childminder had a reading list of best practice documentation, which she used to develop practice. This included loose parts play, schemas and Makaton. The childminder shared that she had gained lots of experience through her training and reading of best practice guidance. Knowledge of best practice was used to support children to achieve their potential. This commitment to further learning ensured that children's needs were met, supported and challenged across all experiences.



## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

The childminder should update training in key areas, including Child Protection to further inform her work and support service development.

National Care Standards 14 Early Education and Childcare up to the age of 16 -

Standard 3: Health and well-being.

Standard 12: Confidence in staff.

Standard 14: Well-Managed Service.

This area for improvement was made on 29 July 2016.

#### Action taken since then

The childminder had completed a wide range of training including child protection to inform her practice and support service development.

This area for improvement has been met.

### 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?	6 - Excellent
1.1 Nurturing care and support	6 - Excellent
1.3 Play and learning	6 - Excellent

How good is our setting?	6 - Excellent
2.2 Children experience high quality facilities	6 - Excellent

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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