

Tait, April Child Minding

Burntisland

Type of inspection:
Unannounced

Completed on:
14 October 2022

Service provided by:

Service provider number:
SP2009975296

Service no:
CS2009231860

About the service

April Tait provides a childminding service from their home in Burntisland, Fife. The childminder is registered to provide a care service for a maximum of 7 children at any one time up to 16 years of age, of whom no more than 6 are under 12 years, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. These numbers are inclusive of the childminder's own children.

The service offers a dedicated space for children to play, eat and rest. There are toilet facilities on the ground floor of the home. Children have access to the fully enclosed garden at the rear of the property as well as the local beach, allotments and wooded areas.

About the inspection

This was an unannounced inspection which took place on Tuesday 12 October 2022 between 12:45 and 14:45. The inspection was carried out by two inspectors from the Care Inspectorate. Feedback was provided via video call on Friday 14 October 2022.

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 in the service and received feedback from one family
- spoke with the childminder
- observed practice and interactions with children
- reviewed documents.

Key messages

- Children experienced warm and caring interactions from the childminder.
- The childminder promoted children's rights through their practice which supported children to feel respected and valued.
- The childminders commitment to continued professional development enabled them to offer high quality care which met the needs of children and families.
- Children were at the heart of the service and were cared for by a childminder who knew them and their families well.
- The childminder enabled children to lead their own play based on their interests.
- The childminder made good use of local facilities, this helped children feel included in their local community.
- The childminder should continue to develop their self-evaluation and quality assurance procedures.

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?	4 - 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 these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 1.1: Nurturing care and support

Children experienced a warm, caring and nurturing approach from the childminder. This supported their wellbeing and led to secure and trusting relationships being developed with the childminder. A parent told us her children "are listened to and that helps to create a special bond with them." We witnessed the positive relationships the childminder had with children as they responded kindly to children's spoken and unspoken requests. This helped children to feel valued and respected.

Regular communication with parents ensured that they felt involved and included in decisions about the care their children received. This promoted partnership working between the childminder and families. The childminder was responsive to children and families preferences and as a result children's routines were well managed and their needs were being met.

Children benefitted from a relaxed and sociable lunch experience. They were encouraged to develop independence skills, with the childminder close by to give support when needed. Children were offered a choice of nutritious meals throughout the week and were involved in planning the menu. This enabled children to maintain healthy lifestyles.

Children's achievements were recorded and celebrated in a variety of ways. Their work was attractively displayed on the walls, in floor books and shared with parents throughout the year using a digital platform. This supported children to share their achievements with others and helped develop their self esteem.

Quality Indicator 1.3: Play and Learning

Throughout our visit children were busy and engaged in leading their play. The childminder planned learning opportunities based on children's interests and effective questioning was used to extend children's thinking and learning.

The childminder was skilled in providing activities relevant to children's age and stage of development. For example, two children were keen to play a game of Monster Bingo. The childminder used their knowledge of individual children to support their play and provide challenge. The childminders understanding of child development meant that children were progressing well, felt involved and enjoyed playing together.

The childminder had strong connections with the wider community. They accessed a toddler group, a gardening club at local allotments and explored the beach. Children told us they liked to play when they came to the childminder's house. One child told us "I play with everything. I like to go to gardening club - we plant things." Children benefitted from being outdoors and made use of nature as a rich learning environment which promoted curiosity and creativity.

How good is our setting?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 2.2: Children experience high quality facilities

Children benefitted from an environment that was clean, tidy and had lots of natural light. The dedicated area used by children offered a comfortable space where they could eat, play and relax. There was a children's cloakroom and parents information board at the entrance. This ensured that children and families immediately felt welcomed.

During our visit we witnessed effective infection, prevention and control practice. For example, children were familiar with the preparation and cleaning procedure at lunchtime. The childminder had undertaken risk assessments and made sure that equipment was well maintained. We were satisfied that children's safety and wellbeing was being promoted which provided a safe environment for children.

Children could independently access toys and games that were appropriate for their age and stage of development. The childminder considered children's interests when selecting resources available to them. For example, they told us that children had a very keen interest in dinosaurs and would often take them to the garden or beach to play with in an imaginative way. As a result children enjoyed fun play and learning that was based on their own interests.

The garden area to the rear of the property was enclosed and secure. Children benefitted from playing and having fun in the fresh air throughout the year due to the all weather grass surface. The toys in the garden offered children opportunities to climb and explore which promoted their gross motor skills, coordination and overall wellbeing.

Children's personal information was stored securely in the childminders office and within a password protected phone. A confidentiality policy was in place and shared with families to provide parents with some assurance that the childminder understood their responsibilities.

How good is our leadership?

4 - Good

We evaluated this key question as good where important strengths, when taken together outweighed areas for improvement.

Quality Indicator 3.1: Quality assurance and improvement are led well

The childminder's aims and objectives were evident in the interactions and relationships developed with children and families. The positive, nurturing ethos meant that children felt loved, valued and respected.

Children were consulted as the childminder spoke to them to gather views on matters that affected them. They were encouraged to share their opinions on what food they would like for lunch, for example, or what their interests were. The childminder listened and gave consideration to children's ideas when planning. We suggested that children's voices could be recorded in floor books and on the learning wall as they reflected on their experiences. This would allow children to be included in the evaluation of their experiences and show their views were valued.

The childminder had created an improvement plan which outlined areas for development. They were keen to update their knowledge on how to enhance children's personal learning plans. They used formal and

informal ways to evaluate the service. Feedback from parents was sought through face to face conversations, questionnaires and the use of a digital app. Children and families views should now be used to inform the continued development of the service. The childminder should review their self evaluation procedures using best practice guidance which will ensure they are meeting the needs of children and families.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 4.1: Staff skills, knowledge, and values

The childminder was skilled, experienced and knowledgeable. They understood the importance of their own professional development and the positive impact this had on outcomes for children. They told us they wanted to provide a service that gave children "the best possible start". The rights of the child were evident in the childminders practice and in their interactions with children.

The childminder had achieved a recognised early learning and childcare qualification and worked in partnership with the local authority, providing funded childcare for some children. They were dedicated to their own continued professional development and sought opportunities to further their own learning. This meant children accessed a service that was based on current guidance and best practice.

Positive relationships with families were developed through effective communication and respect. Individualised support was provided for children by listening to families and responding to their wishes and preferences. One parent told us "we share any feedback with April and work as a team."

Interactions with children were warm, kind and compassionate. The childminder recognised the importance of nurturing, responsive attachments. This promoted children's well being and supported their self-esteem and confidence.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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