

Ritchie, Tracey Child Minding

Grangemouth

Type of inspection:
Unannounced

Completed on:
28 October 2022

Service provided by:
Tracey Ritchie

Service provider number:
SP2004938149

Service no:
CS2003048750

About the service

Tracey Ritchie provides a childminding service from the family home in Grangemouth, Falkirk. The care service is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, with a maximum of 6 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. Numbers are inclusive of the children of the childminder's own family.

The service is close to local amenities including green spaces and the local nursery and school. The service is delivered from the ground floor of the family home with children accessing the playroom, kitchen/dining and toilet. Children have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection that took place on 28 October 2022 from 11:30 to 14:30. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we observed two children using the service, spoke with the childminder, observed practice including interactions between the childminder and the children, reviewed documents and gathered feedback about the service from five families.

Key messages

- The childminder provided caring nurturing support to children that made them feel valued and respected.
- Children developed social skills and felt included in their local community when attending local groups and visiting green spaces.
- The childminder should develop self-evaluation systems and processes including children and families to ensure the service is improving taking account of best practice guidance.
- The childminder should consider how they could add authentic resources, loose parts and recycled materials to the toys and resources to support children's curiosity and imagination.

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, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator - 1.1 Nurturing care and support

Children experienced warm and nurturing interactions with care and support tailored to meet their individual needs and preferences. The childminder listened and responded well to the children. This meant that children felt valued and respected. Parents said children's individual needs were managed well by the childminder.

The childminder recognised the importance of building positive and supportive relationships with children and their families. Parents told us about the positive relationships they and their children had developed with the childminder. They said they were informed about children's experiences in various ways supporting effective communication. This meant they were included in their children's day.

Personal plans supported the health and wellbeing of children. They contained individualised information that supported personalised care and support. Children were receiving care and support that was right for them.

Children had a relaxed, unhurried and safe lunch experience. They were well supported and were able to eat lunch at a pace that was right for them. The childminder sat with the children chatting and interacting with them. This sociable experience supported children's language and communication skills.

Children's rights were considered through their routines. For example, privacy and dignity was considered through toilet and personal care routines. A child was encouraged to change their clothing in the toilet area when they asked to take their Halloween costume off. The childminder was respectful of and promoted children's rights through the delivery of the service.

Quality Indicator 1.3 - Play and learning

The children had fun and led their play, supported by positive interactions and reassurance from the childminder. Toys and resources were carefully arranged to suit the ages of children and to support them to make choices about their play and learning experiences. The younger child was able to explore the floor space and to pull themselves up on the furniture as they were learning to walk. The older child enjoyed playing imaginatively with the pretend kitchen and the doll and pram. Children felt safe and were developing confidence.

Children enjoyed playing outdoors benefitting from fresh air and exercise. The childminder had strong links in the wider community meeting with other childminders and taking children to parks, soft play centres, toddler groups and woodland areas. Parents told us that their children were having fun and developing social skills. A child told us they liked going to the park to play on the chute and climbed up high on the climbing frame. Children felt included in their local community and benefitted from a variety of experiences that supported their learning and wellbeing.

The childminder supported children's development in a supportive and nurturing way. For example, a parent

said, "The interaction she has at Tracey's has help her learn some new words and how to express herself." Children were supported with their progress and learning at a pace that met their needs. The childminder used child development sheets to record children's progress and development. We suggested that the childminder considers developing an approach to showing child development that is more responsive. For instance, using the photographs of children's experiences and highlighting outcomes for children using SHANARRI wellbeing indicators.

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.

Quality Indicator 2.2 - Children experience high quality facilities

Children benefitted from a comfortable, homely environment where they were valued and respected. The areas used by children benefitted from natural light and were well ventilated. The environment was comfortable, clean and well maintained.

Children's needs were considered through careful organisation of the furniture and resources. This allowed children space to explore and have fun. A child said they enjoyed the art and craft activities. The kitchen/dining space allowed children to sit together at the table enjoying a social experience. The childminder should explore how to add authentic resources, loose parts and recycled materials to the toys and resources they currently have to promote children's sense of wonder and exploration.

The garden provided a safe and interesting space for children to play and have fun. There was a variety of toys and resources that took account of children's ages and stages of development and learning. Sensory experiences including the mud area provided opportunities for children to play creatively and imaginatively. Outdoor play and learning supported children's health and wellbeing.

The childminder had general risk assessments in place to identify and minimise any risks to children both indoors, in the garden, and in the wider community. This ensured children were supported to enjoy challenging, fun play experiences whilst being kept safe.

Children's personal information was securely stored. The childminder understood their role and responsibility for storing and processing children's personal information.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and families. For example, we observed the childminder ensuring surfaces were clean, using personal protective equipment when delivering personal care and encouraging and reinforcing the need for children to practice good hand hygiene.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

3.1 Quality assurance and improvement are well led

The childminder shared policies and procedures with families so they knew what the service offered. The statement of aims and objectives including, "My aim first and foremost is to provide a happy, safe, caring

and fun environment for all children in my care," were reflected in the childminder's work and in how children interacted and enjoyed their time in the service. Children felt included and valued. The childminder should review and develop the service policies and procedures to ensure they are underpinned by the childminders current practice and good practice guidance. **(See area for improvement 1)**

Children and families were valued as their views were listened to and considered when planning the development of the service. Parents said they received "full handovers" and that children's care and support was agreed through consultation. To support self-evaluation and continuous improvement in the service the childminder should develop a formal system for gathering the views of children and families. They should use the Care Inspectorate guidance, 'A quality framework for day care of children, childminding and school aged children' to support this. **(See area for improvement 1)**

Areas for improvement

1. The childminder should develop self-evaluation processes using best practice guidance to evaluate the service. Gathering parents and children's views regularly, being familiar with best practice guidance and reviewing policies and procedures should be part of the quality assurance processes. This will help identify any areas for improvement.

This is to ensure that care and support is consistent with the health and social care standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance processes.' (HSCS 4.19).

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

The childminder's compassionate and responsive approach supported children's wellbeing. Role modelling and supporting children to manage their emotions through for example, sharing and taking turns, meant they were learning to respect others and build friendships. The warm attachments children had developed with the childminder helped them feel safe and secure.

The childminder had a professional approach to their role and had an understanding of how children learn and develop. This knowledge and understanding supported children with their progress and learning. Parents told us that children had benefitted from the childminders support including encouraging healthy eating, support with toilet training and responding to children's enjoyment of the outdoors.

The childminder had completed training relevant to their role including paediatric first aid and child protection training. Through discussion, the childminder demonstrated their awareness of their role and responsibilities to protect the children in their care including how to manage a protection concern about a child. As a result, children's health and safety needs were supported. The childminder should continue to use best practice guidance to support their professional development and the delivery of the service.

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?	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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