

McCabe, Lorraine Child Minding

DUNDEE

Type of inspection:
Unannounced

Completed on:
9 December 2022

Service provided by:
Lorraine McCabe

Service provider number:
SP2010977538

Service no:
CS2010238756

About the service

Lorraine McCabe is registered to provide a care service to a maximum of 6 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.

Numbers include the children of the childminder's family/household. Minded children can only be cared for by persons named on the certificate. No overnight care will be provided.

The childminding service is provided from the childminder's family home in a residential area of Dundee, close to parks, shops, schools and nurseries. Children have access to the living room, diner/kitchen, bathroom and fully enclosed rear garden. The childminder had recently moved house and this is the first inspection in the new premises.

About the inspection

This was an unannounced inspection which took place on Friday 9 December 2022 between 9:30 and 11:40. The inspection was carried out by an 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 a child using the service and received email communication from three of their family;
- spoke with the childminder;
- observed practice and daily life;
- reviewed documents.

Key messages

- The childminder knew the children very well and was responsive to their needs.
- The childminder made good use of local facilities, this helped children feel included in their local community.
- Children were cared for in a nurturing and respectful environment.
- The childminder should continue to access training to support her in her role and in providing positive 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

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|--|---------------|
| How good is our care, play and learning? | 5 - Very Good |
| How good is our setting? | 5 - Very Good |
| How good is our leadership? | 5 - Very 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?

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 1.1 Nurturing care and support

The childminder was warm, welcoming and nurturing in her approach to the minded child attending during the inspection. The child was relaxed and confident around the childminder and in the environment, supporting them to feel safe and secure.

The minded child present was happy and settled. They were engaged in play and learning at their own pace, supported very well by the childminder. The child was having fun as they played with a variety of toys and resources. They enjoyed cuddles from the childminder, making them feel safe, secure and loved.

Very good relationships had been developed between the childminder, children and families. This ensured attachments with children were strong and the childminder supported them daily in their care, play and learning. Parents told us the children enjoyed attending the childminder's service. One parent told us their child was made to feel welcome and settled very quickly on first attending the service.

The childminder knew the children very well, some of whom had attended the service for many years. She discussed their individual needs and how she met these daily, their personalities and interests.

Information was gathered for all children in their personal plan. This information contained the basic information needed to help the childminder support the children's care, health and wellbeing daily. The childminder reviewed this information at least every 6 months and this was confirmed by parents. We signposted the childminder to the guidance 'Personal Plans - Guide for Providers, Early Learning and Childcare' which may help the childminder in further developing the plans. This guidance is accessible on the Care Inspectorate Hub.

No medication was currently being administered within the setting. The childminder was confident in the procedures of administering medication and had a medication policy, parental consents and administration records available should they be needed, to ensure the accurate recording of medication and safety of children.

Snack and lunch times were described by the childminder as unhurried, social experiences, where children ate snacks or lunches provided by their parents. The childminder provided, for example, fruit and cereal bars, if the children were on outings or attending activities after school. She was aware of nutritional guidance and the importance of children eating healthy foods and snacks and staying hydrated.

Quality Indicator 1.3 Play and learning

Children's interests were encouraged and supported when at the service. The childminder talked about how she supported children to lead their own play and learning where possible in activities and experiences, while observing them and being ready to support and extend when needed. We observed the minded child being encouraged to be independent and confident as they freely chose what they wanted to play with. They were encouraged, praised and their achievements acknowledged throughout the inspection visit.

The childminder was very aware of children's interests when planning activities and experiences for them. A favourite experience during the winter months for the children, is spending time at the library where there is a programme of different activities every afternoon after school, including arts and crafts which the children enjoy. Activities, toys and resources provided by the childminder were linked to children's interests and suggestions, which supported children's play and learning and also showed children they were valued and respected.

The child attending the service during the inspection freely chose from toys and resources which were age / stage appropriate for them and that they were interested in. The child spent much of the morning with three fridge magnets in their hands, passing them back and forward to the childminder, the inspector and pushing them around in the small shopping trolley. These magnets supported the child's learning and development through, counting, shapes, naming of colours and the introduction of new words during the morning.

The childminder's interactions were sensitive and nurturing. She encouraged language and vocabulary through introducing words, repetition and naming objects. Colours and numeracy were also included when appropriate as the child played, supporting the concept and understanding of counting and numbers.

The childminder made good use of the local and wider communities with the minded children. Children enjoyed visits to the library, playgroup, the parks, the beach and had recently attended the Christmas lights switch close to their school. During this event, they had fun participating in a variety of activities, while socialising with friends.

How good is our setting?

5 - Very Good

Quality Indicator 2.2 Children experience high quality facilities

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.

Children were cared for in a warm, comfortable and homely environment which helped them feel welcome, safe and secure. The childminder's home was clean, tidy and well maintained. Children were able to move around freely within the living room and kitchen diner, choosing where they wanted to play, encouraging independence and decision making.

All childminding areas were visually risk assessed before the children attended to ensure all risks or hazards had been identified and addressed. This ensured children were safe and protected from harm when attending the service. Written risk assessments had been in place for the service, however, they had been stored in the garage when the childminder moved into her new home and as a result had become water damaged. The childminder demonstrated thorough knowledge and understanding as she talked through in detail her risk assessments for outings, travel and her home. She agreed to have written risk assessments in place as soon as possible.

Children benefitted from a range of resources and toys which met their interests, development stage and individual needs. For example, during the inspection, the minded child present had fun playing with the shopping trolley, which he filled with other toys, such as, a soft toy dog, musical spinning top and fridge magnets, which were pushed around the living room and dining room.

Outdoor play was encouraged to support children's healthy lifestyles and active play. Direct access to the secure back garden, provided opportunities for the children to enjoy outdoor play and fresh air, as they had fun playing football and riding on the new scooters. The childminder said she was developing the resources for outdoors as there was more space in the new garden and children participated in these discussions and decisions.

Infection prevention and control measures were in place, including the child being supported to wash their hands before having snack and the regular cleaning and washing of toys.

Children's information was safely stored within the service, with the childminder ensuring confidentiality was always respected.

How good is our leadership?

5 - Very Good

Quality Indicator 3.1 Quality assurance and improvement are led well

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.

The childminder's aims and objectives underpinned her service and practice. The nurturing ethos meant that children felt respected, loved and valued.

Children were consulted by the childminder and asked for their views on what they would like to do and how the service could be developed. Children's suggestions were listened to and valued. They had suggested new scooters for outside in the garden and these had been purchased by the childminder. Parents confirmed they were routinely asked to give feedback on the service to support improvement. They also said that good communication from the childminder ensured effective sharing of information to support children's needs and the continued development of the service. One parent told us "Lorraine is always open to any suggestions and is always happy to hear about things that as parents we think the children would enjoy. I really like that she also speaks with (Child's name) about what he would like. To me this makes the service she provides inclusive and engaging". The childminder should consider methods to formally seek feedback from children and families to support the continued development of the childminding service.

Policies and procedures were in place at the service to support the childminder's practice and support positive outcomes for the children and their families. Policies and procedures were reviewed annually and updated as needed. We suggested an index be introduced to make review and management of the policies more efficient for dating and updating. The childminder was to put in place a missing child policy to detail the procedure to be taken should a child go missing from the service or when on an outing. This should be shared with parents to keep them included and informed.

The childminder discussed her intended improvements now that she had settled into her new home and had introduced the children and families to her home. She discussed continuing to develop the resources for the children outdoors, gaining children's suggestions and thoughts, respecting and valuing them. The childminder also planned to continue developing her knowledge of best practice to support her practice, skills and positive outcomes for children. She will continue to network with other local childminders and nursery staff, sharing practice and understanding of best practice documents. We suggested the childminder become familiar with the new quality framework 'A quality framework for daycare of children,

childminding and school aged childcare' to support her in robustly evaluating her service and identifying areas for improvement.

How good is our staff team?

4 - Good

Quality Indicator 4.1: Staff skills, knowledge and values

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

The childminder was skilled, experienced and knowledgeable, with a good understanding of child development. Her interactions and engagement with the minded child were kind, caring and responsive, which made them feel safe and secure in her care.

The childminder kept up to date with best practice and legislation through the Care Inspectorate updates and information from the Scottish Childminding Association (SCMA). The childminder also met regularly with other childcare professionals, discussing guidance and sharing practice knowledge and ideas, which supported positive outcomes for children.

Mandatory training, such as first aid and child protection had been refreshed to ensure the childminder's knowledge and skills were up to date and children were safe in the service and received appropriate emergency treatment if needed. The childminder discussed television programmes she had watched which were of interest to her, for example, a programme about people on the autistic spectrum. We suggested that the childminder take notes when watching television programmes, webinars, self study, along with training courses and reflect on the impact this has had on practice and outcomes for children. Recording the impact on practice and outcomes would support the childminder in evaluating her practice and continuous professional development. The childminder should continue to identify and access a variety of training opportunities to enhance her knowledge, skills and practice and support positive outcomes and experiences for children.

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 continue to support the assistant to identify and access, a variety of professional development opportunities to enhance knowledge and further develop skills and practice.

National Care Standards, Early Education and Childcare up to the Age of 16, Standard 13: Improving the service.

This area for improvement was made on 16 June 2017.

Action taken since then

The childminder no longer has an assistant working with her. There is no condition on her registration certificate for an assistant to be working in 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

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|--|---------------|
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| 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? | 5 - Very Good |
| 3.1 Quality assurance and improvement are led well | 5 - Very Good |
| How good is our staff team? | 4 - Good |
| 4.1 Staff skills, knowledge and values | 4 - Good |

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