

Lynda's Childcare Child Minding

Johnstone

Type of inspection:
Unannounced

Completed on:
13 December 2022

Service provided by:

Service provider number:
SP2010981038

Service no:
CS2010279615

About the service

Lynda McLeod is registered to provide a care service to a maximum of six children at any one time up to 16 years of age, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. These numbers are inclusive of children of the childminder's family.

The service is provided from the childminder's home in the Houston area of Renfrewshire, located close to local primary schools, parks and other amenities. Children are cared for on the ground floor and have access to the lounge, kitchen, downstairs toilet and enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on Monday 5 December 2022 between 12:00 and 14:15. 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 children using the service and considered the views of five parents
- spoke with the childminder
- observed practice and daily life, including the childminder's interaction with children
- reviewed documents.

Key messages

- The vision and values of the service reflected the fun, loving and nurturing care that children received.
- The childminder knew families well and had formed caring, professional relationships with parents who felt safe, happy and secure to leave their child in the childminder's care.
- The childminder actively engaged children in exciting, age and stage-appropriate, planned and spontaneous play experiences, which enhanced their play and learning.
- The service was homely and welcoming, which helped children to feel safe and secure.
- Self-evaluation and quality assurance processes supported positive outcomes for children and families.

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?	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?

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

Children experienced warm, kind and nurturing approaches to support their wellbeing. The childminder used a caring and comforting approach to help children if they became upset. Children were made to feel safe, secure, and loved by their strong relationship with the childminder who knew them well. One parent commented, "Lynda is a fantastic childminder as a parent having to leave your child with someone who is not family can be quite hard. I have complete faith that Lynda's main priority is the wellbeing of the children she looks after". Another parent told us, "Lynda is an incredibly kind and thoughtful person. The service she provides goes way beyond a practical childminding service; she provides emotional stability for our children".

The childminder supported children in managing their emotions with kindness and patience, for example, by helping them share and take turns. We found children's personal care plans were completed to a very good standard, reflected parents' views, and supported children in achieving their full potential. One parent commented, "We complete a care plan when the children start with Lynda, which we review for further input throughout the year". Another parent told us, "XXXX care plan is updated regularly regarding their individual needs and preferences".

The childminder included the Getting it Right for Every Child (GIRFEC) SHANARRI wellbeing indicators, which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included in their childcare practice. Ensuring every child's best interests was at the heart of service delivery. Parent's comments include, "Lynda has been invaluable in helping XXXX reach all his milestones through the caring, nurturing environment she has created". "Lynda has a wonderful supportive nature which is very inclusive, and she makes each individual child feel valued and important", and "Lynda encourages us to complete the care plans and likes everything done by the book. I'm terrible for forgetting to do it, but she always reminds us how important it is".

The childminder supported children and families to become familiar with them, the setting and other children before using the service. One parent commented, "Both children received a settling-in process which was very helpful, especially for XXXX who was born during the height of covid restrictions". Another parent told us their "Children had a settling-in period, which was particularly helpful because they were new to the area; this was Lynda's suggestion and particularly good for helping XXXX settle into P1, knowing she had already made a friend".

The lunchtime experience promoted a relaxed and unhurried social experience. The childminder provided a table that was age appropriate for young children and encouraged social conversation and children's safety by sitting with them as they ate lunch together. Parents provided their child's lunch, and the childminder provided snacks; both were healthy and nutritious and supported children's allergens and preferences.

The childminder was respectful towards children during nappy changing and toileting. As a result, children's rights and dignity were respected and protected as the childminder changed children privately and out of sight of others.

Quality Indicator 1.3: Play and Learning

Children experienced stimulating and creative high-quality play and learning that supported them in developing their skills. A wide range of engaging, age-appropriate experiences was available, promoting children's choice and independence. For example, the play space ensured that children could choose toys that supported their interests and development. It included arts and crafts, role play and storybooks.

The childminder demonstrated a sound knowledge of child development and used this to progress children's skills during play and learning experiences that were spontaneous and planned.

The childminder used development rainbows to track children's play and learning, celebrating their developmental milestones and achievements. We saw evidence that the childminder respected the parents' contribution. For example, one parent requested that their child develop an awareness of colours and numbers, and the childminder used fun ways for the child to learn and become aware of these. One parent commented, "I cannot express how fortunate we are to have Lynda. As an educator, I know how vital these early years are for the children's social, emotional, and intellectual development. Lynda plans her days around the whole child and truly nurtures every aspect of their development". Another parent told us, "Lynda is fabulous. The care and education she provides to my child is incredible".

The childminder effectively used the local community and surrounding areas and had photographs evidencing visits to Musical Tots, local toddler groups, Bookbug and the Sunshine City (role play) learning facility. The play and learning experiences supported the children in developing an awareness of the local community and promoted their physical, creative, and social development. 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?

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.

Appropriate infection control procedures were in place to support a safe environment. For example, the childminder's home and equipment were clean, tidy, and well-maintained. In addition, the range of measures to limit the spread of infection, such as cleaning routines, ventilation and hand washing, supported children's health, safety, and wellbeing.

Children had access to the lounge, downstairs toilet, kitchen, and large rear garden. However, following their visit to Musical Tots in the morning, the children played in the lounge, which had ample floor space for play activities. In addition, children could use the dining table for table top activities such as arts and crafts. Toys were rotated and accessible to support children's interests and learning. Sofas enabled children to relax and feel safe, supporting their emotional wellbeing; they enjoyed snuggling with the childminder for a story.

The childminder made very good use of the surrounding area for children to explore the local environment and community, allowing them to investigate new places. They ensured that children were kept safe and secure by conducting daily checks of indoor and outdoor play and learning environments using risk assessments to check all areas.

The clear procedures supported a consistent approach across the service. However, the childminder could develop risk evaluation further by including the risk benefits children experience daily and involve them where appropriate in the documentation process, allowing children to take healthy risks and make their own judgments.

Since the previous inspection, the childminder had completed online first aid training so that they were able to respond appropriately should an accident or incident occur. In addition, the childminder had a suitable format for recording accidents and incidents to ensure the correct information was held and exchanged with parents and carers. The childminder agreed to update their practical first aid training when this becomes available to ensure that children continue to be kept safe.

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.

The childminder had records that were well organised and readily accessible, with clear aims, objectives, and policies that supported them in running the service and provided a basis for evaluation. The childminder shared these with parents, so they knew what to expect from the service.

They used various methods to communicate and share information effectively with families. For example, daily face-to-face communications, a closed Facebook page, and WhatsApp messaging allowed sharing of information about their child's day. One parent told us, "My husband and I have a WhatsApp group with Lynda, which I find more useful for comms". Another parent told us, "Lynda shares photos and videos every day on her closed Facebook page. My husband and I eagerly await these uploads every evening and love to watch the snippets of the day that Lynda shares. She is extremely helpful and accommodating".

The childminder used the service improvement plan to identify focused areas for development, improve the service quality for children and families, and support self-evaluation and continuous improvement. Parent comments told us that the childminder was extremely approachable, regularly asked them for feedback using questionnaires, and welcomed ongoing feedback during informal chats, allowing them to contribute and evaluate the service.

The childminder reflected on their childcare practice to make changes with a view to improvement. For example, they used mind maps with the older children, which enabled them to think about and record their learning together, allowing everyone to feel involved. The childminder recognised the benefits of seeking children's views and sharing information with children. They enjoyed the role of a childminder and strived to ensure that children experienced learning through high-quality play experiences.

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.

The childminder was an experienced and qualified childcare practitioner. They used their knowledge and skills to support children's individual needs and interests. This approach meant that children's ideas were valued and respected and provided opportunities to stimulate and extend play and learning, contributing to positive outcomes for children.

The childminder accessed the Care Inspectorate Hub and Scottish Childminding Association (SCMA) website to develop their skills and knowledge of best practice guidance and frameworks to support their professional development through self-directed study. The completed core training included online first aid, food hygiene, infection control and child protection to support children's health, safety, and wellbeing. The learning was in addition to training courses in speech and language and improving children's learning through play; this supported positive outcomes for children and their own professional development.

They aimed to enhance their practice to ensure children receive high-quality experiences. We suggested that the childminder keeps a record of their learning and reflects on the difference it has made to their own professional development and impact on children's care, play and learning.

The childminder was responsive to the individual needs of the children. Their courteous, warm, and respectful manner helped children to feel valued, loved, and secure. They recognised the importance of children having fun in their play, which enabled them to learn and develop. One parent commented, "Lynda has a wonderful supportive nature which is very inclusive, and she makes each individual child feel valued and important". Another parent told us, "Lynda provides and plans stimulating activities outdoors and indoors daily. As Lynda often spends time with another childminder, XXXX not only learns/develops from an academic perspective but a social perspective also".

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?	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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