

Busy Bees Child Minding

Pitlochry

Type of inspection:
Unannounced

Completed on:
1 December 2022

Service provided by:
Emma Meyering

Service provider number:
SP2019990687

Service no:
CS2019376451

About the service

The childminder provides her childminding service from a terraced bungalow in the village of Kinloch Rannoch, Perth and Kinross. The minded children have access to the living room, kitchen, hallway and toilet. The children can play in the enclosed front garden. The service is close to the local primary school and local amenities.

The service is registered to provide a care service to a maximum of six children at any one time. These numbers are inclusive of the childminders own family.

About the inspection

This was an unannounced which took place on 30 November 2022 between 14:30 and 16:30. 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 the minded child using the service
- spoke with the childminder
- observed practice
- reviewed documents

Key messages

- Children experienced kind, caring and nurturing interactions from the childminder
- Children experienced a home from home environment which support them to feel safe and at ease
- To support continuous improvement, the childminder should begin to reflect on their practice through self-evaluation, undertake professional development opportunities and implement this in their practice.

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?	3 - Adequate
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

1.1 Nurturing care and support

Children were supported with kind and nurturing interactions. The childminders calm and gentle demeanour contributed to her relaxed ethos where children felt comfortable to attend. We saw that comfort, warmth and nurture was offered. This contributed to the child's wellbeing and happiness.

Children's wellbeing was well supported during snack time. The minded child experienced an unhurried and sociable snack. The childminder used age-appropriate communication to effectively support them. This contributed to the minded child feeling safe and secure.

Personal plan information was basic and supported the childminder to build early attachments with the child. These had been reviewed to ensure the childminder had the most up to date information to effectively support children's individual needs. This contributed to the trusting, positive relationship between the childminder and the minded child.

Children were safe and protected as a result of the childminder's understanding of what to do if they had concerns about a child's health, safety or wellbeing. There was a policy in place to support families in understanding how the childminder would deal with concerns, reassuring them that action would be taken quickly. This contributed to keeping children safe and healthy.

1.3 Play and learning

Children were supported to develop their language and literacy skills. This was supported by a range of resources such as books and jigsaws. Through interactions and questioning the childminder supported the minded child to develop letter recognition.

The childminder discussed how she supported children's interests and selected toys to enhance their play and learning. However, toys and resources were not laid out to support children to access and have a choice about what they wanted to play with. We discussed with the childminder ways in which this could be improved to allow children opportunity to lead their play and learning. There was limited opportunities for children to be curious and investigate. Children would benefit from opportunities to play with loose parts, natural materials and open-ended resources to support their imaginative and creative play (**see area for improvement 1**).

Children participated in daily outdoor experiences. For example, walks within the local community. This contributed to positive health and wellbeing experiences.

The childminder did not yet have information that supported her to evaluate children's progress and achievements. We discussed ways in which the childminder could develop this to effectively support and challenge children's play and learning (**see area for improvement 2**).

Areas for improvement

1. To support children's development, imagination and creative play, the childminder should develop the resources available to stimulate and challenge children in their play. This should include, but is not limited to, increasing the range of loose parts, open ended and natural materials.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

2. To ensure children are supported to reach their full potential, the childminder should develop personal planning which captures children's developmental progress and identify next steps in learning. This is to ensure that children's needs are planned and met. To achieve this plans should include, but not limited to:

- set out how children's needs will be met
- record how children have progressed
- be put in place within 28 days of a child starting at the service
- be reviewed every six months or more often if the child's needs change
- be shared and updated with children, parents and carers.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that; 'as child, my personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

2.2 Children experience high quality facilities

Children were able to play and rest in a homely and welcoming environment. They ate snack at the family dining table and were able to participate in craft activities, relax and chat. This contributed to children feeling at ease and comfortable in the setting. There was ample space in the living area for energetic play and fun; the child minded enjoyed 'skating' across the room on the day of inspection.

Accidents and incidents had been managed well. These had been shared as necessary with parents. This contributed to effective communication with families and positive partnership working.

Good infection control measures were in place to ensure children had access to an environment that was safe and clean. This contributed to children feeling safe and secure. Children's safety and wellbeing was promoted through effective infection control practices. The child minded was reminded to wash their hands at key times, they had access to the bathroom and used this independently during our visit. We could see that these routines were embedded.

How good is our leadership?**3 - Adequate**

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

3.1 Quality assurance and improvement are led well

The childminder had vision values and aims of service in place. These were shared with families before starting at the service. This contributed to families feeling informed and what to expect. We discussed with the childminder the value of reviewing these to ensure they are relevant and meet the needs of children and families.

Quality assurance procedures and self evaluation were not used effectively to develop the service. The childminder recognised they had not kept up to date with recent guidance and understood that some areas of practice could be improved. The childminder should make use of the document 'A quality framework for day care of children, childminding, and school aged childcare' and 'Your Childminding Journey' to support continuous improvement and improved outcomes for children **(see area for improvement 1)**.

Families had some opportunities to give feedback, for example through daily discussions. We discussed ways to build on this to enable the childminder to meaningfully involve them in developing and improving the service **(see area for improvement 1)**.

Through discussion, the childminder identified some areas of practice she wanted to develop including improving the quality of resources and experiences for children. We suggested that the childminder begins to reflect on her practice, using the quality framework as a tool to support **(see area for improvement 1)**.

Areas for improvement

1. To continue to improve outcomes for children, self-evaluation should be developed, including meaningfully involving children and families. The childminder should become familiar with best practice guidance and use this to support her to reflect and plan for continuous improvement.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which states that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

4.1 Staff skills, knowledge and values

The minded child experienced, positive, compassionate, and responsive care. During the inspection we saw that the childminder had kind and nurturing interactions with the minded child. This contributed to them feeling loved and supported in their care. We found that the minded child responded positively to the support provided by the childminder, and they were given an appropriate amount of time to listen and respond to instructions. They supported the child to understand what was happening throughout their experience which helped to promote smooth transitions.

The childminder had undertaken limited professional development. This meant that children were not benefiting from latest research and guidance. The childminder was committed to providing quality care to children and was keen to take forward suggestions for development identified within this report. Children would benefit from the childminder accessing further professional development opportunities such as reading guidance and reflecting on their learning (**see area for improvement 1**). For example, we discussed how the childminder could develop their understanding of schematic play to support and extend the child's play experiences and development.

Areas for improvement

1. To support children's wellbeing, learning and development, the childminder should identify training and professional reading such as best practice guidance and research to develop her skills and knowledge. The childminder should record their learning to demonstrate how it has improved experiences and outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled' (HSCS 3.14).

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?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
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?	3 - Adequate
4.1 Staff skills, knowledge and values	3 - Adequate

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