

Kean, Maria Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
6 December 2022

Service provided by:
Maria Kean

Service provider number:
SP2009975777

Service no:
CS2009233364

About the service

Maria Kean provides a childminding service from her home in the residential area of Rutherglen, South Lanarkshire. The childminder is registered to provide a care service to a maximum of six children at any one time up to 16 years of age.

Children are cared for in the downstairs of the property which includes a living room, kitchen with patio doors leading to a rear garden and have access to a bathroom in the upstairs of the property. The service is located close to local parks, amenities and primary schools.

About the inspection

This was an unannounced inspection which took place on 30 November 2022 and concluded with feedback on 06 December 2022. 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:

- spoke with three people using the service and five of their family
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Relationships with children and families were improving outcomes for children.
- Clear and effective two-way communication was in place and supporting families.
- Verbal discussion and reviews about children's progress needed to be recorded within personal plans.
- Mealtimes for children were a rich and positive experience that supported the development of social bonds and life skills.

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

1.1 Nurturing care and Support

Valued by the childminder, children's interests were at the heart of planning approaches. For example, an online app was used to share information about children's play, learning and wellbeing with parents. This included photos of learning that took place in nature at local parks and in the local library. This ensured the childminder was responsive to children's interests and their life experiences.

The childminder knew children well and needs were met in a sensitive way. Children were actively and meaningfully involved in leading their play and learning through spontaneous and planned high quality play. In support of this, opportunities to explore a variety of role play, construction and outdoor sensory experiences were available.

A parent told us they were kept informed about their child's progress through "An online learning log which is great for showing their progress and development". Personal plans were in place for all children and all about me information was shared verbally such as likes, dislikes and areas of interest. These were discussed with families in person and through text messages on a very regular basis. This approach ensured the childminder was supporting positive outcomes for children using good practice guidance.

Arrangements were in place and agreed with parents for children's rest and sleep. The childminder knew children's cues for sleeps and rest and had established good habits and routines to support this.

Children were involved in planning the menu for snacks and meals. They experienced a relaxed, supportive and unhurried mealtime. On the day of inspection, a child suggested to have a warm lunch as they had just returned from the park, which the childminder then provided. Fresh water was also provided, and children were encouraged to remain hydrated. This supported children's health and wellbeing. Parents agreed and told us their children got "A healthy balance of snacks/meals and the childminder involves my child in choosing what they would like to eat and supports making the right choices" and that there was a "good balance of healthy, hot and cold meals and snacks. Meals are suitably prepared for my child's age".

Children were protected from harm by the childminder who had a clear understanding of the role and responsibilities. The childminder had plans in place to complete refresher child protection training and was confident in recognising and responding appropriately to any concerns.

1.3 Play and Learning

Children's learning and natural curiosity was stimulated in both the indoor and outdoor environment. We observed children chatting with the childminder, laughing and happy during their play. Various toys were on offer providing children with opportunities to develop investigation, thinking and understanding. For example, books, cars and arts and craft materials.

Children experienced kindness and warmth from the childminder. For example, when having lunch, the childminder sat with children and used the time as a rich opportunity to build social bonds between children and supported children to develop their self-help skills in feeding and drinking. As a result of this practice, we observed a child centred and responsive approach to children's interests and life experiences. This helped children to be happy and confident.

Children were having fun and were engaged. A parent told us "It is really reassuring and lovely to see what my child has been up to throughout the day. This has very much helped with our own transition as parents too" and another told us "There is always a good range of toys. I like that they go walks to the park every day. I feel that my child gets lots of stimulation and can interact with other children". This responsive approach ensured children developed a broad range of lifelong skills.

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.

The environment was clean, tidy, bright and appropriately ventilated. Children had access to a living room, upstairs bathroom and kitchen with patio doors which led out to a rear garden. The living room provided a homely environment for children to play and relax. A parent told us "The childminder has a spotless and safe home that the children are made to feel so welcome and loved in. It really is a home away from home".

Opportunities to play outdoors and explore the local environment was on offer daily. For example, children visited various local parks within walking distance of the service to extend their interest in nature and outdoor play. This enabled children to have an active life and participate in a range of physical activity. A parent told us that children "Are always out and about no matter what the weather is like which I think is great. All the children have waterproofs and are prepared for everything".

Spaces accessed by children were well organised. Children moved confidently around the space. Children's choice and interests were promoted through safe and easy access to toys and materials such as books, small world toys, construction blocks and arts and craft materials. This meant that activities were not compromised and children were able to be supported to enjoy challenging, fun play experiences.

A variety of policies had been developed such as settling in, child protection and record keeping. These were shared with families and were reviewed on a regular basis. This supported the childminder to deliver a well-led service.

Appropriate infection control procedures were in place. For example, handwashing was embedded, the childminder ensured the rooms were well ventilated and gloves and aprons were worn during nappy changing. This helped to create a high-quality safe environment for children.

On the day of inspection, we observed children getting out of the car and returning to the childminders home after a trip to the local park. The process for unloading children from the car and taking them back into the childminder's home was calm, organised and children were familiar with the routine. This meant that arrangements for safety and security were well functioning and supported keeping children safe.

To ensure a safe environment for children parental permission was sought for trips and outing and risk assessments were in place. We discussed and the childminder agreed the importance of regularly reviewing risk assessments and they agreed.

How good is our leadership?

4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

A parent told us "The settling process was great, the childminder kept me updated with lots of photos and information about how my child was doing". Parents were invited to visit the service before joining followed by a visit to complete enrolment paperwork and settle their child. The childminder used this as an opportunity to align the service with the familie's aspirations for their child and to establish bonds with both the child and family. This was strengthened by a welcome pack of information supporting a well-led service.

The service had a strategy to include families. This included text messages, photos, daily chats at drop off and pick up times and the use of an online app. A parent told us "The childminder updates me through face-to-face communication, messages and also completes a weekly update via a learning journal which I access through an app". This helped the childminder to establish clear and effective communication as an important part of delivering a high-quality service.

Children's interests and needs were being supported and areas such as progress and achievements were being discussed regularly with families. As mentioned in quality indicator 1.1, personal plans were in place. A parent told us "The childminder is a very open and approachable person and actively makes you feel involved in your child's care". However, we reminded the childminder to record progress and next steps in personal plans and to ensure formal reviews of personal plans with parents occur every six months. This would help ensure children's progress, achievements, and parental input were clearly recorded. See area for improvement one.

The childminder was committed to a culture of improvement. As part of this, parent and child voices were respected and helped to meaningfully improve the service. Their thoughts and opinions on things such as what type of activities they like to do were considered. For example, on their return from the park recently children saw diggers on a building site. The childminder offered depth of learning in this interest by taking the children to watch the diggers from afar and talked about them as they walked back to the childminders home. When back at home the childminder provided toy diggers and blocks for children to extend their play and learning.

Trusting and positive relationships with families were established and helped to meet children's needs. Parents agreed and told us that the childminder "Updates with photos throughout the day which is great as I can relax knowing my child is enjoying themselves" and "From transitions to play to their understanding of child development, we feel confident and secure with them as our childminder".

Through discussion and reflection, the childminder told us that quality assurance and improvement was an area for development and we agreed. The childminder was committed to bring about positive change to outcomes for children and families. For example, plans were underway to review systems for storing and recording information to support quality improvements and a variation had been submitted to ensure the service registration certificate reflected the most up to date conditions of registration. This helped to support continuous improvement.

Areas for improvement

1. The childminder should record progress and next steps in personal plans and ensure formal reviews of personal plans with parents occur every six months.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that, 'My personal 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 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 held a qualification relevant to early education and childcare and had a firm knowledge of how children develop. We observed consistent and skilful interactions with children. Refresher training on areas such as child development and first aid were planned. This knowledge and experience ensured a high quality of play and learning for children.

The childminder understood how children develop and was keen to keep up to date with new learning and developments in early learning and childcare. For example, reading and research on up-to-date and best practice guidance around online sharing of information with families and playing in nature were used to support the development of the service. This approach ensured positive outcomes for children and a high quality of early learning and childcare.

Interactions with children were warm, caring and attentive. For example, when children were moving from lunch to sleep time the childminder supported individual needs such as toileting, comforters and words to soothe and relax children. This reflected the high quality of nurturing engagement with children observed across the day.

Relationships were strong and bonds well established. A parent told us "I can go to work knowing my child is well loved and looked after in a safe and nurturing environment" and another told us "We can tell how experienced and professional the childminder is". This approach supported children to access their right to high quality fun and play.

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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