

Ogg, Shirley Child Minding

FORFAR

Type of inspection:
Unannounced

Completed on:
11 January 2023

Service provided by:
Shirley Ogg

Service provider number:
SP2003901281

Service no:
CS2003002797

About the service

Shirley Ogg provides a childminding service from her home in Forfar. The service is registered to provide a service to a maximum of 8 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. Until 18 August 2023 (or before if a child leaves the service), on a Friday only, during term-time, the childminder may care for a maximum of 8 children at any one time (as identified in the variation request dated 17 September 2022) up to 16 years of age: of whom no more than 6 are under 12 years; of whom no more than 4 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. Overnight care will not be provided.

The service is based in a residential area of Forfar and is close to local parks, schools, shops and woodland areas.

About the inspection

This was an unannounced inspection which took place on 11 January 2023 between 10:45 and 14:45. The inspection was carried out by an early years 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 two children using the service and five of their family members
- observed practice and daily life
- reviewed documents

Key messages

- Memory books provided written observations and photographs of children's play and learning which were shared with families.
- Children had regular access to their local community, developing an awareness of their natural environment and assessing risks during play.
- The childminder had a good knowledge of each child in her care and was responsive to their needs. Interactions were warm, caring and nurturing.
- Children led their own play and made choices from a wide range of quality play resources.
- An improvement plan was in place which highlighted future developments. This had been created following on from reflection and self-evaluation of the service.

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

The childminder interacted with children using a warm, caring, and nurturing approach and comforted and cuddled children when upset to reassure them. Children's routines from home were followed and the childminder had a good knowledge of the children's needs, allergies, preferences and interests. This knowledge was used to meet the children's needs and support their play. This resulted in confident and happy children who were settled and relaxed in the care of the childminder.

Snack time and lunch time were both valuable social experiences for the children. One child accessed a highchair while the other used a booster seat at the kitchen table. This supported inclusion as well as keeping the children safe during mealtimes. At snack time the children chose raspberries from a selection of fruit and then chose breadsticks which one child said were 'crunchy.' Children ate their meals from home for lunch and were supported and encouraged to eat during quality interactions. Children developed their numeracy and literacy throughout these experiences during verbal communications with the childminder and through counting games while eating fruit. These experiences developed children's awareness of healthy and nutritious meals as well as developing their literacy and numeracy skills.

Personal plans were in place for each child and these included all relevant information to ensure the childminder could fully meet their needs. The plans were reviewed every six months with families who confirmed that they were regularly involved in updating these documents. They also highlighted that the childminder was responsive to personal plans being updated more frequently if required.

Nappy changing was a nurturing experience for children, throughout which their privacy and dignity was maintained. Quality interactions ensured that children felt safe and were aware of what was about to happen next during this experience. Nappy changing guidance was adhered to, and infection control measures were followed to minimise any risk of spread of infection.

Quality Indicator 1.3 Play and learning

Children led their own play and made choices from a wide variety of easily accessible resources in the playroom. One child began to play with different sized scoops. Quality discussions took place about the size of each of the scoops. A child began to place trains into each scoop and discussed the names of the trains and how many trains would fit into each one. These opportunities developed literacy and numeracy skills as well as supporting choice and developing current interests.

The childminder developed the children's thinking skills by asking appropriate questions throughout their play. One child told the childminder that the raspberries went into their tummy. A child named several characters from Thomas the Tank engine when asked who each one was. Children were praised consistently for their achievements. Children were encouraged to share and take turns during their play promoting positive behaviours.

Memory books shared specific observations and photographs of learning and development for some of the children. These highlighted possible future developments to support progression and achievement. Observations were linked to 'Realising the Ambition' and also to the GIRFEC (Getting it Right for every Child) wellbeing indicators which include safe, healthy, active, nurtured, achieving, responsible, respected and included. These books were about to be developed for all children who attended the service. Floor books were also in place which highlighted play and learning during specific topics or play experiences. These included the children making soup from vegetables that they had helped to grow. Parents shared that their children had the opportunity to take part in a wide range of play experiences while in the care of the childminder.

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.

Quality Indicator 2.2 Children experience high quality facilities

The childminder's home was warm, welcoming, inviting, and safe for children to take part in a range of play experiences of their choice. Children had space to freely move around between the playroom and the hallway and they accessed the kitchen for snack and mealtimes. Younger children made choices from a range of toys and resources in storage systems which were positioned low down for them to access independently. They could choose to take part in floor play activities or use two table top areas within the playroom. The kitchen table also provided an area to take part in play experiences. The childminder's home was laid out and furnished to meet the needs of varying ages and stages of development. This supported children to become confident and feel safe during their play and learning experiences.

An enclosed back garden provided a safe play environment for children to take part in active play experiences. Children had the opportunity to become more aware of the field to fork concept while learning how to care for and grow vegetables that had been planted in the vegetable patch. Children were aware of nature around them, and one child said 'there's the trees, they are big ones' and pointed to the trees around the childminder's garden. These opportunities supported the children to become active, healthy, and become aware of the natural environment around them.

Children accessed their local community on a regular basis. They attended a playgroup once a week which provided them with the opportunity to access different resources and socialise with other children. The children also explored Glamis woods and took part in den building, finding gems, climbing over tree trunks, and assessing risks around them during play. The children had been involved in planting trees in one of their local parks. This supported the Queen's Green Canopy initiative to celebrate the Queen's Jubilee. These experiences developed the children's knowledge of how to care for nature, supported them to assess possible risks during play and developed their critical thinking skills. Parents confirmed that their children took part in regular trips within their local community.

Risk assessments were in place for all areas of the childminder's home, outdoor play, local outings and specific play experiences. These were regularly reviewed and updated to minimise the possibility of risks during play. Accidents and incidents were recorded in detail and shared with parents. Infection prevention and control procedures were followed to minimise any possible risk of the spread of infection. The childminder also completed regular checks of smoke and carbon monoxide alarms and children took part in evacuations to develop their awareness of what to do in the event of an emergency.

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.

Quality Indicator 3.1 Quality assurance and improvement are led well

A vision, values and aims was in place to support the childminder's service. This was shared with families in a welcome pack. A recent self-evaluation of the service highlighted that the vision was going to be displayed on the notice board to ensure it was visible to children and their families at all times.

The childminder took part in regular reflection and self-evaluation of her service. She used the document 'A quality framework for daycare of children, childminding and school aged childcare' to support her self-evaluation. This was used to highlight what was working well and showed which areas could be further developed and where changes could be made. Children were involved in regular discussions about what they liked to do, which resources they liked to use and what they would like introduced. The childminder shared that she had previously used questionnaires to involve families in the quality assurance of her service, however, she was now in the process of creating two stars and a wish to gain feedback from children and families. This would ensure that the child's voice was evidenced and that families were regularly consulted and involved in ongoing improvements. Parents highlighted that they felt confident that they could share feedback and suggestions with the childminder.

An improvement plan was in place to support ongoing improvement and change. This document included developing the resources and space within the playroom, developing the outdoor play area, and developing the approach to planning. We discussed that the improvement plan could be further developed to highlight the impact and outcome of these improvements.

Policies were in place to support safe practice within the childminder's service. These documents were due to be reviewed for the next year. It was discussed that the childminder could refer to the 'National Guidance for Child Protection in Scotland 2021' document within her child protection policy to keep it current and ensure all information related and adhered to current guidance and best practice.

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.

Quality Indicator 4.1 Staff skills, knowledge, and values

The childminder's experience and knowledge of child development supported her practice. She had taken part in a wide range of training opportunities to further support her professional development. Training had included loose parts play, child led planning, STEM (science, technology, engineering, and mathematics) and supporting anxiety. The childminder had evaluated her training to show the impact on her practice and on experiences for children. The childminder had also developed a good knowledge of best practice documents which she referred to and used to support good quality experiences for children.

Positive relationships and effective communications had been developed with families. The childminder shared information verbally with parents on a daily basis and shared photographs and information relating to each child's day through WhatsApp. Parents confirmed that they were happy with the level of information shared which was always informative. Parents also shared that they received information about their child's play and learning through having the opportunity to look through their child's learning folder.

Relationships with children were positive and caring. Children were confident, happy, and secure in the care of the childminder. She knew all children well and worked closely with parents to meet children's needs. This was reflected during interactions, which supported the overall well-being of the children.

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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