

Angela's Childminding Service Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
25 November 2022

Service provided by:
Angela McNairn

Service provider number:
SP2014986254

Service no:
CS2014330340

About the service

Angela McNairn provides a service, known as Angela's Childminding Service, from her home in the village of Drymen within the district of Stirling and which is also near Glasgow. The service is close to a local school, shops, park, and woodland. The children are cared for in a playroom, lounge and kitchen/diner. They have access to a downstairs toilet.

The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than two are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

About the inspection

This was an unannounced inspection which took place on 21 November 2022 between 14:45 and 18:00. 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 six people using the service and two of their family members, and reviewed feedback by email
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced nurturing care which supported them to feel happy and confident.
- The childminder knew children very well, understood their needs and supported them effectively.
- The childminder had developed good relationships with families.
- Personal plans for children should be further developed to include more detailed information about how children are being supported.
- Children benefitted from being outdoors in the local community.
- The childminder should comply with all conditions of their registration which may include reviewing attendance patterns.
- Self-evaluation of the service needs to be further developed.

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

4 - Good

We evaluated this key question as good 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.

Quality indicator 1.1 Nurturing care and support

Children experienced warm, nurturing interactions and care. They were happy and settled and had affectionate relationships with the childminder who responded to them kindly and sensitively. This meant that children felt safe, secure, and loved.

The childminder talked confidently about children's needs and preferences, demonstrating that they knew children well. For example, she developed children's vocabulary and experiences related to their interest in pets. The childminder worked closely with the family of each child to encourage their development. This provided reassurance and ensured each child was supported in the service. One parent told us, "The care & love she shows can only be described as "like family". This is exactly what we wanted when choosing our childcare provider".

Effective communication with families supported children's continuity of care as the childminder worked in partnership with parents. Parents told us they were very happy with the personal care and daily conversations about children's experiences and achievements. Comments included, "We chat every night at pick up and have texts and calls". This supported children to feel secure and helped parents to feel included in their child's care.

Personal plans included information to help to meet children's needs. To support children's overall wellbeing these should now be developed further to include personalised information for each child and show how their learning, development and interests were supported. We reminded the childminder that personal plans should be reviewed and updated at least once every six months or as needs change (**see area for improvement 1**).

Snack and mealtimes were unhurried and sociable. Children sat together at the dining table and enjoyed healthy, homecooked food. They developed independence as they helped with preparation. Parents commented, "They love assisting in meal preparations and learning new cooking skills and recipes, which in turn has led to trying new foods". During the mealtime the childminder's skilled interactions supported conversations started by the children which challenged their thinking and enhanced their knowledge and vocabulary.

Quality indicator 1.3 Play and learning

Children's play was supported by the childminder's positive interactions as she encouraged them and recognised their achievements. This was evident during a crafting activity where children were having fun learning to sew. Children were also able to independently choose from a variety of toys, games, drawing materials and books. Children would benefit from a wider selection of open-ended resources and natural materials. Having access to a range of age-appropriate resources and experiences will promote children's curiosity and creativity in their play.

Playing outdoors supported children to be active and learn about cooperating and being responsible. During the inspection they visited a local park where children were able to play independently and follow their own interests. Freedom to run around and play on large equipment supported their physical skills and promoted positive outcomes for their health and wellbeing.

Planning was mainly child led and children were able to choose what they wanted to do. The childminder was responsive to children's suggestions, and we discussed ways in which to further develop planning. For example, gathering and recording children's ideas would support them to feel respected and included.

Areas for improvement

1. In order that children receive the support they need the childminder should ensure personal plans are developed further. This should include, but not be limited to, personalised information for each child, next steps, progress, and achievements.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'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 evaluated this key question as good 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.

Quality indicator 2.2 Children experience high quality facilities

Children were cared for in a comfortable and welcoming homely environment. Children had space to play and had comfortable seating where they could choose to relax. Resources were stored to enable children to have choice and select them independently. A wider variety of resources to encourage imagination and challenge children of all ages would benefit their development.

The childminder placed importance on being outdoors and the local community was used well to extend children's experiences. Visiting local parks and woodland meant children benefitted from exploring the natural environment and had opportunities to learn about risk. They were encouraged to be responsible as they learned about road safety on their walk home from school. Children developed skill and confidence from their experiences and were developing a sense of belonging in their community.

Appropriate infection control procedures were in place to support a safe environment. The home and equipment were clean, and well maintained. Children's wellbeing was supported by a range of measures to limit the spread of infection such as cleaning routines, ventilation, and hand washing routines.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where there are some strengths and these just outweigh weaknesses.

Quality indicator 3.1 Quality assurance and improvements are led well

The childminder had a clear vision for the service and was developing their approach for sharing this with families. A more formal approach to self-evaluation, quality assurance and improvement planning would improve outcomes for children. Developing a plan for improvements, sharing this with families, and monitoring progress will help desired outcomes to be achieved.

Through discussion, we concluded that mainly informal ways were used to gather the views of children and families. To ensure they are meaningfully involved in influencing change the childminder should continue to develop consultation and ways to record feedback. They should show how suggestions and ideas are used and evaluated. For example, the childminder could seek the views of families when reviewing policies. Involving children and families in this way will support them to feel included in decisions which shape the improvement of the service.

The childminder maintained a register and planned when children arrived and were collected. On the day of inspection, the childminder was in breach of conditions as they were over the number of children stated when the childminder's own child was taken into account. This was due to a misunderstanding and there was no impact on the experiences or outcomes for children which remained good. The childminder agreed to apply for a variation to conditions of registration to maintain care arrangements for families in a rural location with limited childcare options. To ensure the wellbeing of all children the childminder should comply with all conditions of their registration which may include reviewing attendance patterns (**see area for improvement 1**).

The childminder was aware that best practice guidance could be used to develop the service. To further support evaluations and improvements, we suggested the childminder use the Care Inspectorate guidance 'A quality framework for day care of children, childminding and school aged children' and 'Realising the ambition: Being me. Making use of guidance will contribute to improved experiences and outcomes for children and their families (**see area for improvement 2**).

Areas for improvement

1.

To support children's wellbeing the childminder should ensure that the care service operates in compliance with the conditions of registration, and in particular, the condition which states how many children may be cared for at any one time. They should apply for a variation of conditions of registration to maintain care arrangements for families in a rural location with limited childcare options.

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, and are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

2. To further support evaluations and improvements in the service the childminder should make use of best practice guidance including the Care Inspectorate's 'A quality framework for day care of children, childminding and school aged children' and 'Realising the ambition: Being me'.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of self-improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

How good is our staff team?

4 - Good

We evaluated this key question as good 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.

Quality indicator 4.1 Staff skills, knowledge and values

The childminder's kindness, compassion and responsive approach supported children's wellbeing. Children enjoyed spending time with the childminder who showed interest and enthusiasm in their conversation and play. As a result of a nurturing approach and strong attachments with the childminder children were supported to feel respected, loved, and secure.

The childminder had built trusting relationships with families and created a positive ethos. A flexible approach supported families' needs. Regular communication ensured families received the information they needed, and children experienced a consistent approach. As a result, families felt respected, involved, and had positive experiences.

Children were safe and protected as the childminder had knowledge of child protection procedures. The childminder identified that further refresher training in child protection would be beneficial. Whilst some training had been undertaken the childminder identified that additional professional learning would improve experiences and outcomes for children. They should also keep a record of learning and be able to evidence of its clear impact on children's experiences. We signposted the childminder to best practice guidance on the Care Inspectorate Hub to further support practice (**see area for improvement 1**).

Areas for improvement

1. To support children's wellbeing learning and development the childminder should identify further training and professional learning to develop their skills and knowledge. They should record learning and demonstrate ways in which 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, and are able to reflect on their practice and follow their professional and organisational codes' (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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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