

Krish Childminding Child Minding

FALKIRK

Type of inspection:
Unannounced

Completed on:
6 February 2023

Service provided by:
Preetam Haval

Service provider number:
SP2021000089

Service no:
CS2021000146

About the service

Krish Childminding is provided by Preetam Haval from the family home in Redding, Falkirk . They are registered to provide a care service to a maximum of 6 children at any one time up to 16 years of age. No more than 6 are under 12 years, of whom, no more than 3 are not yet attending school, of whom no more than 1 is under 12 months. Numbers include the childminders family.

The service is close to local schools, nurseries and amenities and can be reached by transport links. Children have access to the living room, dining room, kitchen, enclosed garden, and toilet facilities.

About the inspection

This was an unannounced inspection which took place on 6 February 2023 between 14:00 and 16:45. 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 registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with one child using the service and received feedback from their family
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children had built positive attachments with the childminder.
- The childminder knew each child's preferences and interests.
- Children were involved in choosing healthy snack options.
- The childminder should develop self-evaluation processes to ensure continuous improvements.
- The childminder should engage with ongoing training and professional development to support 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 good where strengths supported positive outcomes for children.

Quality indicator 1.1-Nurturing care and support

Children benefitted from the childminders calm, nurturing approach. The childminder knew children's individual needs and preferences. This meant that they had built positive attachments which helped children settle in the service. The childminder was mindful of the importance to children seeing a familiar face when they came off the school bus. For example, they ensured they were at the bus stop in plenty time so when the bus approached the child could see them and was greeted with a smile. On the walk home, the childminder used this time to talk about the child's day at school and how they were feeling. As a result, children's emotional wellbeing was supported. Children told us they liked coming to the service before and after school.

Children had personal plans in place that included important information about them. Children had been included in completing the plans. This meant the childminder knew children's individual needs and preferences and used this information to support their learning and development. We asked that plans be reviewed every six months or sooner. This would ensure information is up to date to reflect children's current needs, wishes and choices.

Children enjoyed eating a healthy snack after school. This experience was calm, unhurried, and at a time children chose. Children were asked about their snack preferences and gave their ideas about snack shopping. Parents told us they were happy with the healthy foods provided for children. This meant that children were supported to develop healthy food habits.

The childminder had systems in place to record and monitor the administration of medication should a child require this. This ensured children received the right medication at the right time, supporting their health and wellbeing.

We evaluated this key question as adequate where some strengths just outweighed weaknesses.

Quality indicator 1.3-Play and learning

The childminder used informal approaches to planning for children's learning and fun as they followed children's interests and responded to their choices. The childminder told us of local areas visited with children, such as the park and football field. Children could also access the childminders enclosed garden. This ensured children had access the fresh air which supported their overall wellbeing.

Children were consulted about what they wanted to play with. The two children who attended the service asked for number activities. The childminder supported this interest and purchased number books that they enjoyed working through. Children also told us they liked to build with Lego and play with the cars. One child said they would like more games. We advised the childminder to look at increasing play resources to ensure children benefitted from a variety of learning and fun experiences appropriate for their stage of development (see area for improvement 1).

The childminder should update their knowledge on child development by using best practice guidance. This would enable them to provide enhanced play and learning experiences for children. The childminder should observe children's play and work alongside them to evaluate their progress. This would allow the childminder to effectively plan to meet individual needs and support children to reach their potential.

Areas for improvement

1. To support children's learning and development, the childminder should ensure children have access to open-ended resources and toys appropriate for their age and stage of development. These should provide challenge as well as opportunities for children to be creative and develop their natural curiosity.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

How good is our setting?

4 - Good

We evaluated this key question as good where strengths supported positive outcomes for children.

Quality indicator 2.2 -Children experience high quality facilities

Children experienced a well maintained, homely environment that benefitted from natural light and ventilation. Children were relaxed in the childminders home and could freely access all ground floor facilities as they decided where they played. This meant that they were settled and comfortable in the spaces.

The childminder had risk assessments and policies in place to support the smooth running of the service. Policies were written with a strong message that children's rights are at the centre of the service aims. For example, the behaviour policy focussed on a resolution approach. This meant that children benefitted from a service that was mindful of their emotional wellbeing.

Embedded infection, prevention, and control measures protected children's health and wellbeing. For example, children came in from school, removed their shoes and washed their hands independently.

The childminders indoor and outdoor environments were safe spaces for children to play and have fun. The garden was enclosed with high fencing, giving privacy for play and indoor spaces were secure. This promoted children to feel safe and secure.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate where some strengths just outweigh weaknesses.

Quality indicator 3.1 -Quality assurance and improvements are led well

The service was complying with the details of registration. They had relevant insurance in place for the safety and protection of children. This meant that children experienced a welcoming, safe, ethos of care and support in the childminders home.

The childminder was at the early stages of self-evaluation. They had developed questionnaires to gather parent's views but had not issued these. We discussed the importance of regular consultation with children and families to allow them the opportunity to provide feedback on how the service meets their needs, wishes and choices. This would enable children to benefit from a service focussed on delivering high quality care and support (see area for improvement 1).

The childminder had accessed some best practice guidance, such as Setting The Table and the Health and Social Care Standards to support the delivery of the service. To support the childminder, we signposted them to a range of resources available on the Care Inspectorate Hub. Regularly accessing resources and best practice documents, would enable children to receive care from a service committed to continuous improvement.

The childminder kept a formal record of children attending the service with details of times attending. This ensured children's safety and wellbeing was fully considered.

Areas for improvement

1. To improve practice and outcomes for children, the childminder should develop ways to include parents and children in the development of the service. This could include questionnaires. Information received should be recorded and used to make positive changes.

This is to ensure that care and support is consistent with the Health and Social Care Standards which states that: 'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve' (HSCS 4.8).

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate where some strengths just outweigh weaknesses.

Quality indicator 4.1 -Staff skills, knowledge, and values

The childminder recognised the importance of partnership working. They were skilled at building strong relationships with families which had created a warm and welcoming ethos within the service. We observed kind and caring interactions between the childminder and children, which supported them to feel comfortable and secure. Interactions were positive and responsive to the child's needs and interests. As a result, children felt valued, loved, and secure in the service.

The childminder should source and undertake professional development opportunities to include first aid and child protection training to ensure children benefit from a service that will follow steps to ensure their safety and wellbeing (see area for improvement 1).

We discussed ways the childminder could also keep records of training and reading of best practice guidance, to support them to develop their own learning action plan. This would support the childminder to reflect on their own practice and contribute to the development of their service.

The childminder was a member of the Scottish Childminding Association (SCMA) and had used their regular updates and resources to support the continuous delivery of the service. They also linked with local childminders to share best practice guidance to improve outcomes for all children.

Areas for improvement

1.
To promote positive outcomes for children, the childminder should develop their knowledge and understanding of their role and responsibilities in keeping children safe and protected. This should include, but not limited to, completing first aid and child protection training.

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