

Tully, Lesley Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
27 January 2023

Service provided by:
Lesley Tully

Service provider number:
SP2003909627

Service no:
CS2003019765

About the service

Lesley Tully provides a childminding service from their property in a quiet residential area of Cumbernauld, North Lanarkshire. The childminder is registered to provide a care service for a maximum of six children at any one time under the age of 16, of whom no more than three 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.

The service is close to local primary schools, shops and other amenities. Children are cared for in the kitchen/dining area and living room. Children also have access to an enclosed rear garden.

About the inspection

This was an unannounced which took place on 27 February 2023 between 9:30 and 12:15. 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 two children using the service and reviewed feedback from four family members
- observed interactions between the childminder and the children
- spoke with the childminder
- reviewed documents.

Key messages

- The childminder interacted with children respectfully and kindly, helping them feel valued and loved.
- The childminder knew the children well and had developed positive relationships with the children and their families.
- Communication with families was very good and they felt involved in their child's care.
- Children benefitted from a wide range of play experiences which were child led and met their needs and interests.
- Personal plans should continue to be developed to include learning targets and achievements.
- Self-evaluation processes should be developed to help recognise strengths and identify areas for improvement.

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.

1.1 Nurturing care and support

Children attending the setting were cared for with warmth, care and nurturing approaches, which supported their overall wellbeing.

Children were settled, relaxed and confident moving around the home. One parent told us the childminder took children's interest to heart and said, "I love that they show the children so much care and love."

The childminder knew the children well and used warm interactions when talking to them about their experiences, encouraging them to share their thoughts and ideas. This supported children to feel valued and loved. One parent told us that the childminder "had made an extremely positive bond with our child."

Children's wellbeing was supported by valuable information gathered in personal plans, helping ensure individual needs could be met. For example, likes, dislikes and preferences. The childminder was aware of how to support children's needs, as well as accommodating their wishes and choices. We discussed with the childminder that personal plans should be developed further, to record children's targets for learning, strategies for support and progress. One parent told us the childminder "spends time getting to know the children and their likes and dislikes. She also listens carefully to our own instructions and ideas."

Children experienced nutritious, relaxed and unhurried mealtimes, where their preferences and choices were respected. For example, the childminder involved children in planning meals and asked children what they would like to eat. One child told us that their favourite meal was tuna pasta and that they had recently made soup for lunch. This contributed to developing positive attitudes and enjoyment of food. One parent told us "the childminder always asks the children what they enjoy eating as well as having healthy snacks available to them."

Children attending the setting did not require medication. However, we reviewed the medication paperwork in place and we were satisfied that this was in line with good practice guidance.

Nappy changing routines were carried out in response to children's needs. Children were changed in a private area to ensure their privacy and dignity was respected. The childminder wore gloves and aprons whilst changing nappies, minimising the risk of spread of infection.

1.3 Play and learning

Children benefitted from access to a wide variety of high quality play materials, encouraging them to lead their own play. For example, train set, play kitchen, books and art activities. The childminder knew each child's stage of development well, which allowed them to plan experiences to support play and learning.

A balance of child and adult led experiences helped ensure children were curious, interested and engaged in play. For example, making playdough and cooking. One parent told us that the childminder "always provides

various and differing activity's and seems to be extremely talented at accommodating the children to the activities they really enjoy."

Children benefitted from age-appropriate resources, which provided challenge, helping them to learn and achieve. For example, some children were provided with more challenging puzzles and games which supported development of literacy and numeracy skills. One parent told us that the childminder "is very good at adapting to their needs. They make sure that games and activities are suitable and interesting for them all despite age range."

Opportunities for regular trips in the local area contributed to children's wellbeing, and helped develop children's social and physical skills. For example, Bookbug, parks and a gymnastics class.

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.

2.2 Children experience high quality facilities

Children were cared for in a warm, clean and well-maintained environment. Play spaces were welcoming and toys and equipment were easily available for children to choose from. This helped children feel valued and promoted independence. One parent told us, "the house is always clean, with a variation of toys based on children's preferences."

Play materials were of high quality and refreshed often to meet the individual needs and preferences of children. Toys were stored within reach of children, which allowed them to make their own play choices. Children's work and creations were displayed, which helped them feel valued. For example, Lego models were kept to allow children to complete this another day.

Play spaces were well organised to support choices and provided opportunities for physical play, dancing and relaxation. For example, children could freely access the kitchen/dining area or living room area, where they could relax on the sofa or use the space for physical play.

Children were kept safe with a variety of measures including, risk assessments and good supervision. One parent told us the childminder "provided a safe, healthy environment for our child where they feel comfortable and safe, and we have no concerns at all about leaving our child in their care."

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.

3.1 Quality assurance and improvement are led well

The childminder had a clear vision in place to provide a homely, caring and nurturing environment for children. This was shared with families and was reflected in our observations. One parent old us, "we have no concerns leaving our children with them, and they love going. They really take our children's interests to heart and plans activities round this."

Daily communication with parents helped to establish and strengthen relationships. For example, online apps, text messages and daily chats at drop off and pick up times. Sharing information about children's wellbeing, play and learning was valued by the parents. This impacted positively on the quality of children's experiences. One parent told us the childminder "uses a variety of communication. Often we use WhatsApp messenger for brief day to day things, or a phone call if they are concerned by something. They also email us a daily report for the children, and any policy changes."

The childminder had considered ways to improve the service, and parents were encouraged to share feedback informally, and through the use of questionnaires. They planned to improve methods of gathering feedback, and in particular with a focus on gathering children's views. We agreed this would help children feel valued and support plans to improve the service.

The childminder is aware of the Care Inspectorate document 'A quality framework for daycare of children, childminding and school-aged childcare' and is at the early stages of using this to support evaluations of the service. We suggested that using this more formally would support the childminder to reflect on the service and identify improvements.

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.

4.1 Staff skills, knowledge and values

The childminder provided a welcoming environment helping children feel loved, safe and secure. Parents told us how caring the childminder was and said they were "so loving, caring and friendly."

Children experienced high quality care and support in response to their needs, interests and preferences. This supported their overall wellbeing and helped children to feel settled, safe and secure. For example, physical comfort or a quiet space was provided depending on children's needs. One parent told us that the childminder was caring and said "they are mindful and sensitive to my child's needs and adapt plans if my child or other children aren't coping".

The childminder was knowledgeable about how children develop and learn. They valued opportunities to engage in professional learning and often participated in webinars and training courses. For example, storytelling, outdoor play and attachment. This helped improve outcomes for children.

The childminder had participated in a variety of core training, which helped keep children safe. For example child protection, sun safety, first aid and infection control.

We discussed how continuing with professional development opportunities would support the childminder to continue to develop their skills, to provide high quality care for children to help them achieve their potential.

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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