

Urquhart, Leanne Child Minding

Forfar

Type of inspection:
Unannounced

Completed on:
14 February 2023

Service provided by:

Service provider number:
SP2005944384

Service no:
CS2006140634

About the service

Leanne Urquhart provides a childminding service from her family home, which is a detached property in Forfar. Children have access to the ground level of the property, including a playroom, sitting room, kitchen and bathroom. The kitchen leads onto a large, enclosed back garden. The service is close to local amenities including schools, nurseries and parks.

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

About the inspection

This was an unannounced inspection which took place on 14 February 2023. One inspector from the Care Inspectorate carried out the inspection.

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 some of the children using the service, and gathered views from their families;
- spoke with the childminder;
- observed practice and children's experiences;
- reviewed documents.

Key messages

- Children were happy, content and familiar within the childminder's home.
- Children led their play and were confident selecting from a range of quality resources available to them.
- The childminder knew children in her care very well and created a nurturing and caring environment for them.
- Children had regular opportunities within the local environment to support their well being and allowed them to experience learning beyond the childminder's home.
- The childminder used self-evaluation tools to support inform improvements within the service.
- Positive relationships had been formed between the childminder and the families using the service. The childminder recognised the importance of partnership working. She had developed ways to support effective communication with families and supported them to include their views in shaping improvements.
- A range of training and professional development supported the childminder to develop her skills and extend her knowledge.

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

Quality Indicator 1.1: Nurturing care and support

Children were happy, settled and relaxed in the care of the childminder. It was evident that positive relationships and strong attachments had been formed with the childminder who provided cuddles and reassurance, which supported children feel safe and secure. The childminder was responsive to children's needs and wishes, supporting them well with routines, and in their play.

The childminder's interactions were kind, caring and respectful. When talking to children they asked for their ideas and suggestions, which supported their wishes and choices. The childminder was very in tune and responsive to the cues and gestures of younger children which enabled their needs and requests to be responded to well.

The childminder knew each of the children along with their family very well. She confidently shared key information about children's routines, care and preferences, and how she was supporting these within the setting. Personal planning documents contained records of children's care needs, interests and learning information to support the childminder plan and meet needs. These were routinely reviewed with families or as changes occurred to ensure the most current information was documented, which contributed to a continuity of care for children.

Mealtimes were a positive social experience. The childminder sat with children to support them to develop skills, stay safe and provided a good opportunity for vocabulary development. The children and childminder chatted together about experiences whilst enjoying foods that were nutritious. Mealtimes were unhurried and relaxed, ensuring children had time to enjoy food at their own pace.

The childminder recognised the importance of partnership working with families using the service. Communication with families was very effective and supported them to be included in their child's care and experiences. Feedback confirmed the childminder ensured families were well informed and supported them to be part of their child's learning and development. One parent shared, "There are regular updates in our group chat with me and my husband for us both to see. She contacts me immediately if I ever need to know anything and also lets me know every morning I arrive what their plans are and every evening how the plans have gone. She sends newsletters out to keep us up to date on everything".

Quality indicator 1.3: Play and learning

Children were engaged, confident and having fun. They were supported to lead their play, choosing independently from a range of resources and toys. Resources were of a high quality, age appropriate and stored effectively to support children's choice. The childminder responded to children's requests to extend their interests and experiences. For example, further resources were made available when children asked.

A variety of loose part and open-ended resources engaged children well, providing opportunities to develop their creativity, imagination and problem solving. These were used well by all children, promoting their curiosity and allowing them to explore and role play. One child used the parts to explore colour, size and

create towers, before using them to role play being at a salon.

The pace of the day was relaxed and unhurried and was led by children's interest. Experiences were planned in response to children's needs, ideas, and requests. This contributed to a child led approach and supported play that was individualised and meaningful to each child. The childminder had a very good understanding of child development and planned appropriate play and learning to support children to progress and achieve.

Children had daily opportunities to play outdoors and access the local community, supporting them to stay active and extend learning beyond the childminder's home. Outings included visits to local parks, farms, playgroups and soft play areas, promoting children's physical, social and creative skills. One child shared, "I love going to Leanne's, she makes it so fun. It gives me something to do in the holidays and trips like going to soft play are brilliant fun".

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and 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 setting was furnished to a high standard, clean, comfortable and secure. The environment was bright, well-ventilated, and homely, providing a welcoming service for children and families. Effective risk assessments were in place which ensured children's safety was always maintained.

A dedicated playroom provided a spacious area to play, and children were able to relax through the access to a sofa, cushions, and seating. This supported rest and emotional wellbeing for children. Spaces had been carefully planned to meet the needs of children. Resources were accessed with ease, stored at children's level and were reviewed regularly based on the children's current interests. This promoted their independence and ownership of the environment and provided opportunities to extend learning.

Robust infection control procedures were in place to provide a safe environment and support children's wellbeing. These included good cleaning practices and hand washing routines. The home and equipment were clean, tidy, and well maintained.

Children benefited from a variety of outdoor play experiences, including access to a large, enclosed garden, which supported their emotional and physical wellbeing. Direct access allowed children choice in where they played and ensured children had daily opportunities for exercise, fresh air and could develop their senses within a natural environment.

Children's information was stored securely, and the childminder always ensured confidentiality.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and 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

Best practice guidance was used to support the childminder to evaluate, review and plan developments and drive improvements. This highlighted her commitment to further positive outcomes for the children and families using the service. Through effective self-evaluation the childminder had developed an improvement plan. This allowed her to plan developments in a timely way and reflect on progress and the impact improvements had on children's experiences and outcomes.

Policies and procedures were in place to support practice. These were regularly reviewed and dated to reflect changes to best practice and legislation. The childminder had quality assurance systems to support further enhance the quality of service for children and families. These included auditing aspects of service delivery.

The childminder recognised the importance of consulting with the children and using their views to inform experiences and changes within the service. Children were encouraged to make choices and direct their own play and learning. Daily discussions and mind maps provided good opportunities for children to share their ideas and suggestions, and have their voice heard within developments. The childminder was developing floor books to further include children's views and to enable them to document learning.

Families were provided with a variety of ways to share feedback and evaluate the service, ensuring they could inform improvements. Daily chats during drop off and collection times, questionnaires and online platforms allowed families to contribute their ideas and suggestions. This meant that parents were valued and included in the service.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 4.1: Staff skills, knowledge and values

Children were supported through loving, warm and caring interactions from the childminder, enabling them to feel valued and secure. Strong attachments had clearly been established between the childminder and children, who were very happy, settled and confident. The childminder was responsive to children's individual needs and respectful of their ideas and wishes. Children were protected from harm by the childminder who had a clear understanding of her role and responsibilities. The childminder ensured her training in child protection was up to date, which supported her understanding of her role in keeping children safe and informed her procedures.

A good understanding of child development ensured that children's experiences were age and stage appropriate and reflected their interests and needs. This meant that the care children received was right for them and provided individualised support.

The childminder understood the importance of undertaking training and professional development to enhance her skills and knowledge to offer high quality care and experiences for children. She had attended a range of training and carried out self-directed reading to develop her practice. A training log was kept supporting the childminder to reflect on learning and evaluate professional development opportunities. As a result, children benefited from a childminder who had a wide range of knowledge and skills.

The childminder recognised the benefit of ensuring that she had the appropriate skills to offer high quality care and experiences for the children. Through using the Care Inspectorate Hub and other childminding forums she could access a range of best practice guidance and other relevant publications. This allowed her to develop her knowledge and inform practice, improving opportunities for 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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