

Shona Sinclair Childminding Child Minding

Kinross

Type of inspection:
Unannounced

Completed on:
17 February 2023

Service provided by:
Shona Sinclair

Service provider number:
SP2020991379

Service no:
CS2020381249

About the service

Shona Sinclair provides a childminding service from her semi-detached property in the town of Kinross. The childminder is registered to provide a care service for a maximum of six children up to 16 years of age. Numbers include the children of the childminder's family.

The service is close to local amenities, community campus and parks. The children are cared for downstairs and use the open plan kitchen, diner, sunroom and have access to a downstairs toilet. Children also have access to an enclosed garden to the rear of the property.

About the inspection

This was an unannounced inspection which took place on 14 February 2023 between 11:00 and 13:00. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed the minded child using the service
- received feedback from one parent via email
- spoke with the childminder and assistant
- observed practice
- reviewed documents.

Key messages

- Children's wellbeing was effectively supported with warm, caring and nurturing approaches.
- Children's play and learning was enhanced by interactions that were meaningful and engaging.
- High quality meal time experience supported children to build skills for life, develop independence and provided opportunity to promote close attachments.
- Children's language, literacy and numeracy development was well supported through the use of loose parts, real resources and open ended play opportunities.
- Effective self-evaluation and improvement planning meant that children were benefitting from a service that reflected current best practice.
- Continuity of care was effective in ensuring children's individual needs were met.

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 quality key question as very good.

1.1 Nurturing care and support

Children experienced warm, caring and nurturing approaches to support their wellbeing. The childminder's practice reflected families' personal preferences and promoted children's independence. One parent echoed this stating; "Shona is very nurturing and treats every child in her care like her own, minded children become like an extension of her own family".

From our observations and discussions with the childminder, it was clear that she knew each of the children in her care very well which ensured that she was able to respond to their individual care needs. We saw lots of warm and nurturing interactions, chatting, smiles, praise and encouragement. The childminder had put in place personal plans for each child, which contained relevant background information and details of the child's routine. The plans were completed with parents and carers and routinely reviewed to ensure that they continued to meet the changing needs of the children.

Children had established very strong attachments with the childminder. There was one young, minded child present on the day of the inspection who was very happy, settled and relaxed in the care of the childminder. The childminder was warm and caring in her approach which supported the child to feel nurtured, loved and secure.

The minded child experienced a sociable and unhurried family mealtime that was nurturing and promoted opportunities for them to be independent. The childminder used this as an opportunity to support children to build skills for life such as using cutlery and developing relationships. The lunch offered was homemade and of good nutritional content. The childminder recognised daily routines as a rich opportunity to promote close attachment. As a result, children were safe and developing positive eating habits.

1.3 Play and learning

Children were observed to be happy and enjoying their time with the childminder. They had a wide variety of exciting opportunities which met their developmental needs, interests, and curiosities. These experiences offered children rich play and learning which included exploring, being creative, and problem solving. As a result, children were engaged in their play.

The childminder was playful in her interactions with children and there was lots of chatter and singing. She took time to listen to children, pick up on nonverbal cues, and used careful questioning to promote their curiosity and creativity. Her enabling attitude supported children to explore and shape their play. Children's perspectives were listened to and taken account of. This contributed to children feeling valued and respected.

Children were very well supported to learn and develop through play. We saw children leading their own play experiences and independently selecting resources and activities of their choice. The childminder responded to children's interests in a meaningful and engaging way. We heard her using effective questioning to extend children's thinking and learning which supported them to develop skills in early language, literacy, and numeracy.

Open ended resources were being used to promote curiosity and imagination. For example, children were exploring from loose parts. These experiences contributed to the development of early language, literacy and numeracy skills.

Floor books were used to capture children's learning and interests. The childminder ensured that children's voice was listened to and recorded as they documented their learning. This meant that children were empowered and valued allowing them to reflect on and lead their own play and learning.

The childminder demonstrated a very good understanding of child development, relevant theory and practice and skilfully used this to support high quality play and learning experiences. She had made very good use of professional development opportunities that directly link to enhanced outcomes for children. For example, children were supported to learn through the childminder identifying schemas and the childminder had created an enabling environment that supported children to make choices and independently access resources. This contributed to children being curious in their play and learning.

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 quality key question as very good.

2.2 Children experience high quality facilities

Children benefitted from a service that was homely, warm, and welcoming. The childminders home was clean, tidy and furnished to a high standard. There was ample space for children to play, rest and explore. This demonstrated to children that they were valued.

Spaces accessed by children were well organised. Children moved around the space with ease. Children's choice and interests were promoted through safe and easy access to toys and materials such as books, art and craft materials and a wealth of loose parts. This meant that activities were varied, and children were able to be supported to enjoy challenging, fun play

Children were able to direct their own play and activities, choosing and freely accessing age appropriate and interesting resources to support their learning. There was a very good selection of resources which captured the children's interests and supported their play and learning experiences. The childminder recognised the benefits of having open ended and natural resources to extend the children's learning through play. These provided very good opportunities for children to develop curiosity, enquiry and problem solving skills.

The garden offered a very good range of resources to stimulate curiosity and imagination including loose parts, sensory play including water and sand, and a well resourced mud kitchen. The secure enclosed garden was accessed from the sun room and offered free flow access.

Arrangements for safety and security were well functioning and supported keeping children safe. For example, to ensure a safe environment for children parental permission was sought for trips and outing and risk assessments were in place.

The childminder had a dog which children were comfortable and relaxed around. An appropriate pet policy was in place and had been shared with parents. The benefits of caring for pets was promoted by the childminder and helped encourage children to learn about caring for others, kindness and responsibility.

The childminder understood the importance of keeping children's personal information secure. They asked families for permission before taking photographs and shared their privacy notice and confidentiality policy with families using the service. The childminder had well organised records in place for children supporting her to maintain confidentiality of information.

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 quality key question as very good.

3.1 Quality assurance and improvements are led well

Vision, values and aims were reflected in the childminders practice. The childminder had recently reviewed and updated these in partnership with parents. This contributed to meaningful partnership working and supported a genuine ethos of mutual respect between the childminder and families.

The childminder recognised the value and importance of positive relationships with families. The views of parents and children were sought to support improvements using both informal conversations and formal methods. Consultations with children, through discussions and floor books informed planning experiences. Parents shared that the childminder regularly provided updates and actively asked them and their children for their feedback. This demonstrated that children and their families were at the heart of the childminder's service.

Children were befitting from a service that reflected current best practice. The childminder had used self-evaluation effectively to recognise what was working well and identify areas for development. This continuous cycle of self-evaluation and improvement planning enabled the childminder to be reflective and responsive to the changing needs of her children and service.

The childminder demonstrated a very good understanding of her role, a professional approach and a strong commitment to providing positive outcomes for children. One parent told us, "I wouldn't send my children anywhere else. Shona's experience as a primary teacher shine's through, as does her endless patience!".

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 quality key question as very good.

4.3 Staff deployment

Children benefitted from a caring and nurturing childminder and assistant who knew them well. The childminder recognised that continuity of care was important for children and ensured appropriate supervision at all times with the support of the assistant. For example, the assistant supported preparation of lunch to enable the childminder to engage with and support the minded child. This meant that children were effectively supported at all times.

The childminder and assistant were observed to work very well together as a team; they communicated and worked effectively to support children to ensure their individual needs were met. This contributed to children being respected and created a positive ethos within the service.

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
4.3 Staff deployment	5 - Very Good

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