

Elea's Little Sharks Childminding Service Child Minding

Dunfermline

Type of inspection:
Unannounced

Completed on:
31 January 2023

Service provided by:
Eleanor O'Rourke

Service provider number:
SP2021000221

Service no:
CS2021000350

About the service

Elea's little sharks childminding service is provided by Eleanor O'Rourke who operates a childminding service from the family home in Rosyth. The service is close to local amenities including green spaces and local shops and short walk to the local nursery and schools. The service is delivered from a second floor maisonette flat where children have access to the lounge, kitchen/diner and bathroom. Children also have access to an enclosed shared garden.

The service was registered as follows:

The childminder may care for a maximum of 6 children at any one time up to 16 years of age:

- of whom no more than 6 are under 12 years;
- of whom no more than 3 are not yet attending primary school and;
- of whom no more than 1 is under 12 months.

Numbers include the children of the childminder's family/household. Minded children can only be cared for by persons named on the certificate. No overnight care will be provided. Eleanor O'Rourke must be physically present in the garden when it is being used for childminding purposes.

About the inspection

This was an unannounced inspection, which took place on 31 January 2023 between 09:30 and 12:15 hours. 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
- intelligence gathered since the last inspection.

In making our evaluations of the service we

- spoke with three children using the service
- spoke with the childminder
- gathered feedback from two parents/carers
- observed practice and daily life
- reviewed documents

Key messages

- Children were happy, relaxed and at home in the setting.
- Children enjoyed warm, nurturing interactions and positive attachments.
- Varied play and learning experiences were contributing to children's enjoyment and learning.
- Parents were very satisfied with the service received.
- The childminder should now develop systems to support the continuous improvement of the service.
- Core training should be completed to meet children's needs and familiarisation with best practice guidance to enhance continued positive outcomes for children should be 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?	5 - Very 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?

4 - Good

1.1 Nurturing care and support.

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The minded child benefitted from a sense of warmth and belonging. It was evident that they were settled and had developed good relationships with the childminder. The childminder sat on the floor near the child during his play, ensuring the child felt safe and well supported. This approach ensured their emotional needs were met and that they felt nurtured.

Children benefitted from the childminders good knowledge of their personal traits and current developmental stage. She had gathered relevant information through a flexible transition period which allowed full discussions with parents. A range of information gathered during transition supported contact in an emergency and planning for specific needs such as food allergies. This enabled positive relationships to be built with families, supporting information sharing and children's continuity of care.

There was no written developmental information held for children who attended. We advised the childminder that she should be recording children's progress in the service and identifying their next steps to support her in planning to meet their needs and support sharing of this information. We discussed how the childminder could capture this information using the SHANARRI wellbeing indicators. See area for improvement one.

The childminder had not yet accessed child protection training. However, she demonstrated some understanding of steps to protect children and an awareness of wider cultural issues and their possible impact. We advised of completion of a suitable child protection training course to increase confidence and knowledge in identifying and addressing any safeguarding issues. This is to support the continued safety and wellbeing of children.

1.3 Play and learning

Skilled interactions between the childminder and the minded child encouraged their curiosity and learning through play. She effectively promoted children's language and numeracy through gentle questioning and rich interaction in their play. For example, during play with Duplo the minded child explored colours, shapes, sizes and counting. These supportive interactions enabled children's learning and success.

Children were empowered and had ownership of their time in the service as the childminder verbally consulted children on their play and food choices throughout their time in the setting. She gently encouraged them to lead their own play and make choices. This supported children to feel valued and develop independence.

Opportunities for play were balanced as the childminder limited screen time, such as television and encouraged more active and cooperative play such as block play and arts and crafts. This supported children's holistic development as they benefitted from a variety of play experiences.

Areas for improvement

1.

The childminder should now develop individual records for children which evidence their development whilst in the service along with identified next steps. This is to demonstrate children's progress and support planning for their needs and interests. These should be linked to the SHANARRI wellbeing indicators and dated to support regular review.

This is to ensure that care and support is consistent with the Health and Social Care Standards 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" (HSCS1.15).

How good is our setting?

5 - Very Good

2.2 Children experience high quality facilities.

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.

Children's accidents and incidents were being recorded and shared with parents. This ensured that accurate information was passed on and promoted children's health. To ensure children's continued physical wellbeing and safety in the event of an emergency or accident, the childminder should access training in first aid.

Children benefitted from a home and equipment which was observed to be clean and tidy and all resources safe and appropriate for purpose. The childminder told us about the methods she used to control the spread of infection. This included promoting hand washing, following appropriate exclusion periods for common childhood illnesses and a deep clean of resources. This reduced the risk of cross infection and kept children safe and healthy.

Children enjoyed restful sleep as the childminder provided a travel cot for those who needed a sleep and closely monitored children. The childminder was aware of safe sleeping guidance which contributed to children's safety and comfort.

Children's risk of harm was reduced as the childminder carried out recorded risk assessment on the areas used for child minding. These were reviewed regularly. The childminder also told us how she carried out regular visual checks on the equipment, toys and space used by children. This allowed her to identify and address any risks, which helped keep children safe.

The quantity and quality of toys available were in good condition and gave children choice. They were able to express themselves and follow their own interests contributing to their enjoyment and satisfaction. This could be further enhanced by introducing loose parts play items both outdoors and inside to balance current resources and engage children's curiosity and provide further challenge.

How good is our leadership?

3 - Adequate

3.1 Quality assurance and leadership are led well.

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

The childminder displayed her certificate of registration during minding hours allowing parents to check that she was working within the conditions stated.

Parents were provided with a copy of the service's policies and procedures. This enabled them to assess the service provided and decide if it would meet their needs.

Providing parents with opportunities to discuss their child's needs and provision at pick up times enabled the childminder to measure her service through informal discussions. Text messages and social media also supported communication with families. This meant parents were included in their child's care and allowed some opportunity to comment on their experience and influence any change. There was scope to build further opportunities for parent to give their views to support improvements. The childminder should now consider ways she could formally gather parent views to support her in assessing the service and make improvements to meet children and family's needs.

Reflection on practice and provision was mainly informally. Observations of children's state of wellbeing were used as a benchmark for quality of care provided and these led some changes made. These reflections should now be formalised to establish a quality assurance approach and planning for improvement. We discussed becoming familiar with best practice guidance to support self-evaluation, including use of the document 'quality framework for daycare of children, childminding and school-aged childcare' available on our hub. Development of an improvement action plan would support identification of areas for improvement and progress made. We signposted the childminder to the 'quality framework for daycare of children, childminding and school-aged childcare' and the bitesize sessions available on the hub section of our website. See area for improvement one.

Areas for improvement

1. To support continuous improvement and positive outcomes for children, the childminder should formalise quality assurance to support planning for improvement. This should include making use of the 'quality framework for daycare of children, childminding and school-aged childcare' and consideration of how to use views of parents and children to evaluate her service and make improvements. Development of action planning for the year to identify areas of strength and improvement should also be considered.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

How good is our staff team?**3 - Adequate****4.1 Staff skills, knowledge and values**

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

Children enjoyed responsive care which reflected the current aims of the service. The childminder was attentive, loving and engaged in children's play. This resulted in positive interactions. This contributed to children's enjoyment, confidence and comfort within the service.

The childminder was developing links with other local childminders during school pick up and drop off. These enabled her to have informal discussions, to share ideas and ask questions which supported sharing of knowledge and experience.

The childminder had begun a course of study on mental health awareness. Learning from this will support reflection on current provision and practice and contribute to positive outcomes for children.

Training and development opportunities in core areas such as first aid and child protection had not yet been accessed by the childminder. Other development and learning opportunities were also limited. The childminder should be proactive in sourcing appropriate learning and development opportunities, including familiarising herself with the range of best practice documents available. We provided signposting to a range of development opportunities and guidance. The childminder should use these to support her knowledge and enhance practice contributing to children's positive outcomes. See area for improvement one.

To ensure learning and development is linked to service delivery, the childminder should also record learning undertaken and its impact on the service. This would support further reflection and continued improvements whilst improving outcomes for children.

Areas for improvement

1. The childminder should become familiar with the range of best practice documents available which can be accessed from the 'Hub' section of our website and be proactive in sourcing other avenues of training and development. This should include, but not be limited to child protection and first aid training. This will allow her to develop as a professional and make changes to meet the needs of the children in her care.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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