

Jade Milne Childminding Child Minding

Aberdeen

Type of inspection:
Unannounced

Completed on:
7 February 2023

Service provided by:
Jade Milne

Service provider number:
SP2020991425

Service no:
CS2020381554

About the service

Jade Milne provides a childminding service from their home in the Northfield area of Aberdeen. Local parks, green spaces and schools are within short walking distances. A bus service provides routes to the city centre and beyond. Play areas for children include a living room, kitchen dining areas and a bathroom located upstairs in the property. The garden is currently not safe for use and the children access outdoors by using green spaces in the local community.

The childminder is registered to provide a care service to a maximum of six children at any one time up to 16 years of age:

- Of whom no more than six are under 12 years;
- Of whom no more than three are not yet attending primary school; and
- Of whom no more than one 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.

About the inspection

This was an unannounced which took place on 7 February 2023 between 08:30 and 12:15pm. 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 one child using the service and two families
- Spoke with the childminder
- Observed practice and daily experiences for children
- Reviewed documents.

Key messages

- The childminder was caring, responsive, and nurturing and showed an interest in what children had to say.
- Home routines and preferences for minded children were followed by the childminder.
- Children enjoyed social, unhurried meal times with healthy food options. They were well supported to drink regularly throughout the day.
- Children enjoyed their time with the childminder who played with them throughout the day.
- Areas of the home available for children were not always well presented, clean and of a high standard.
- Children experienced outdoor play within the community. They enjoyed local walks, parks and play areas every day.
- Regular communication with families helped to build on strong relationships.
- Children would benefit from the childminder attending training to further support their knowledge and understanding.
- Children would benefit from the childminder carrying out regular self-assessment that involves feedback from children and parents.

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?	3 - Adequate
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 adequate. While the strengths had a positive impact on outcomes for children, key areas need to improve.

1.1 nurture care and support

The minded child present was confident and comfortable in the childminder's care and had a sense of belonging. They got on well with the childminder's own children and together they played and had fun. The childminder was caring, responsive, and nurturing and showed an interest in what children had to say. This supported children's communication skills and sense of being valued. Parents told us 'Jade is very patient and supportive in speaking English to my child' and 'I feel my child is safe and well looked after.'

Home routines and preferences for minded children were followed by the childminder. The childminder knew these changing routines by communicating well with parents and being responsive to each child's needs. For example, the childminder supported one child to overcome difficulties in routines by making games and finding fun ways to incorporate these times of day. This meant that the children were supported to feel secure.

Children enjoyed social, unhurried meal times with healthy food options. For example, children enjoyed a breakfast of boiled egg and toast followed by watermelon. Children ate at the dining table together and were supervised by the childminder. Children enjoyed chatting together and developing their social skills during this caring and sensitive time.

The childminder encouraged children to drink regularly throughout the day. Water and milk was available throughout the day. Individual bottles of water were taken with them when visiting areas such as the local park.

Personal plans for children were not yet effective in identifying and meeting the ongoing and changing needs of children. Effective personal planning enhances the experiences, learning and outcomes for children. The childminder should continue to develop these to ensure that they contain personalised, relevant information, that they are updated at least every six months and that they included children's learning needs (**see area for improvement 1**).

1.3 Play and learning

The minded child present enjoyed their time with the childminder who played with them throughout the day. We could see that children enjoyed some of the toys and play on offer. For example, on the day of our visit the minded child enjoyed drawing pictures or playing a board game.

The range of toys and resources available however, did not always meet the ongoing learning needs of the children. Toys did not provide enough challenge and at times children became bored. The childminder should continue to review toys and resources provided for children. They should promote children's curiosity, inquiry, and creativity to challenge their stage of development. More open-ended, natural resources for children to explore in their play will support this (**see area for improvement 2**).

Children explored the local community with the childminder most days. Together they visited local areas such as play parks, green spaces, duck pond, and woods. Photographs showed children had fun splashing in puddles, running with friends and exploring sticks in the woods. During our visit children walked to the local park where they had fun climbing, swinging and playing together on the see saw. The childminder promoted safe walking and green cross code skills and supervised children well during their play.

Areas for improvement

1. To ensure that children's needs are identified, planned for, monitored and met, the childminder should further develop personal planning in accordance with the 'Guide for providers on personal planning: early learning and childcare' (Care Inspectorate 2021).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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' (HSCS 1.15).

2. In order to support their learning and development and to promote children's curiosity, inquiry and creativity the childminder should:

- Provide more open-ended, natural resources for children to explore in their play.
- Ensure that children have access to a wide range of activities and experiences both indoors and out.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I can direct my own play and activities in the way I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

How good is our setting?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact on outcomes for children, key areas need to improve.

Children moved freely between the main living and play areas. They used the downstairs of the childminder's home. The living area provided the main play space for children. A dining table in the kitchen provided space to eat meals and have fun with art and craft activities. Children accessed the toilet and handwashing sink upstairs.

Areas of the home available for children were not always well presented, clean and of a high standard. For example, worktops in the kitchen area were cluttered and therefore not easy to keep hygienically clean, the area designated for making bottles was not cleaned after each use, kitchen bins were overflowing, dirty washing was piled up on the kitchen floor, walls in the living area had been scratched by pets, the hallways had not been hoovered. Some drawers were overfilled and did not close properly causing a hazard for children to walk or fall into. The childminder should address areas within the home that require actions to create a higher standard for minded children to present in (**see area for improvement 1**).

The garden area was unsafe for children to play. The childminder explained how the family were developing this area to be used in the future. It was agreed that the garden should not be used by minded children until further work had been undertaken to make it safe (**see area for improvement 2**).

The childminder understood the importance of outdoor play for children. As a result, children experienced outdoor play within the community. Local walks, parks and play areas were used daily. This supported children with their wellbeing and development. The childminder carried a rucksack with emergency information, first aid kit and water as part of their measures to keep children safe. Children knew safety rules well, for example when to hold hands, green cross code and followed the guidance of the childminder in setting boundaries to explore.

Children were shown dignity and respect during personal care routines when nappy changing. The childminder followed infection prevention guidance and used the time to interact with kindness and respect with the child present.

Areas for improvement

1. The childminder should now develop the indoor environment to provide a well organised, safe, homely and comforting space for children to play and develop.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24).

2. To ensure children's safety the garden should not be used by minded children until further work had been undertaken to make it safe.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My environment is secure and safe' (HSCS 5.19).

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impacted on outcomes for children, key areas need to improve.

The childminder had developed positive relationships with parents and carers and worked in close partnership. The childminder used daily conversation and communication apps to build relationships and exchange information. This helped the childminder get to know children well and provide ongoing support. Parents told us, 'Jade often sends out some pictures from daily activities and 'We are really happy to attend Jade's setting.'

The childminder had a statement of aims, vision and values in place. Some of the childminder's aims included:

- Provide a high level of care for all children
- Ensure all children are cared for, happy, content and feel secure
- Aim to reassure parents and make sure that they are happy with how I run my service
- Create a warm welcoming and stimulating environment for all children in my care and help them thrive
- Provide a wide range of age appropriate activities and toys for the children to choose from
- Keep up to date with all rules and regulations.

Aims help support the childminder to be aspirational in the care that will be provided for children and families. In the most part these reflected the service. The childminder should now reflect on where they can improve their practice to meet all their aims, vision and values.

Meaningful quality assurance including self-evaluation was not embedded into practice and did not lead to continuous improvement. This meant that children and parents did not have the opportunity to formally feedback on how well the childminder was meeting their needs, choices and wishes. Seeking feedback from families on a regular basis would further assist the childminder to reflect on their practice and evaluate their service. A record of any action taken as a result should then be kept. This would further demonstrate that the views of families are valued and used to influence any changes as appropriate.

Children would benefit from the childminder carrying out regular self-assessment that involves feedback from children and parents. To further support a culture of improvement and self-evaluation, we directed the childminder to the Care Inspectorate's website and 'Hub' for access to best practice guidance. For example, the bite sized sessions on personal planning and quality improvement and documents including but not limited to the 'A quality framework for daycare of children, childminding, and school-aged childcare' (Care Inspectorate, 2022), 'Health and Social Care Standards' (Scottish Government 2017) and 'Realising the Ambition' (Education Scotland 2020) (**see area for improvement 1**).

A range of policies and procedures were in place that supported the childminder in their practice. This meant that childminder had systems in place to support children in their care and wellbeing.

Areas for improvement

1. To support ongoing improvement and the changing needs of children the childminder should ensure that:
 - Parents, children, and other stakeholders have opportunities to meaningfully feedback to the service
 - Feedback is used to promote positive development
 - Self-evaluation using quality indicators and best practice influence ongoing improvement and development.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child 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

We evaluated this key question as adequate. While the strengths had a positive impacted on outcomes for children, key areas need to improve.

Regular communication with families helped to build on strong relationships and share information to support children's care and support needs. Parents were happy with the service provided and commented, 'Overall I'm more than happy with care Jade provide to my child, they are not only looked after, but loved and constantly learning and trying new things.'

Core training such as paediatric first aid, child protection and food hygiene was up to date which supported the safety of children. At this stage, the childminder had not attended additional training to enhance the quality of the service and develop their skills and knowledge. This meant that there were some potential

gaps in professional knowledge and skills which could impact the quality of the service. Children would benefit from the childminder attending training to further support their care and support needs (**see area for improvement 1**).

The childminder should now reflect on and evaluate the impact of any professional development has on their work with the children. Regular evaluation of learning is important to support the implementation of quality practice and provided high quality care for children. The childminder should find ways to ensure that their learning is used to meet the individual needs do children attending (**see area for improvement 1**).

The childminder was new to childminding and did not always know of where to access support and professional development opportunities. The childminder was a member of Scottish Childminder Association (SCMA) and used this as one way to stay up to date. We encouraged the childminder to make links and develop a support network. We signposted them to a wide range of best practice and guidance to support their ongoing professional development and the development of the service.

Regular communication with families helped to build on strong relationships and share relevant information to support children's care and support needs.

Areas for improvement

1. To ensure that high quality care and learning for children, the childminder should develop their professional knowledge and practice. They should reflect on their learning and identify benefits for the children and families as a result.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child 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	3 - Adequate
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
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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