

Henderson, June

Child Minding

Glasgow

Type of inspection:
Announced (short notice)

Completed on:
13 January 2023

Service provided by:
June Henderson

Service provider number:
SP2003903939

Service no:
CS2003006683

About the service

June Henderson's childminding service is provided from her home in the residential area of East Kilbride, South Lanarkshire. 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.

Children are cared for in the downstairs of the property which includes a kitchen/dining area, bathroom and playroom with patio doors leading to a rear garden. The service is located close to local parks, amenities and primary schools.

About the inspection

This was a short notice announced inspection which took place between 15:15 and 17:05 on 09 January 2023 with feedback provided on 13 January 2023. 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:

- spoke with three people using the service and two of their family
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Parents were grateful for the flexible and supportive approach the childminder took to their role.
- Strong and trusting relationships were established between the childminder, children and families.
- Regular discussions with parents about children's individual needs and interests needed to be recorded, have progress monitored and reviewed six-monthly to ensure personal planning supports children's outcomes.
- Child protection and first aid certificates had expired and needed to be refreshed to ensure the childminder has the most up-to-date knowledge and information to support keeping children safe.

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?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

1.1 Nurturing care and support

Parents were grateful for the two-way communication methods such as chats at drop off and pick up and text messages. These times were used to share information about day-to-day experiences, wellbeing and achievements. Parent told us that the childminder "Provides feedback for my child's progress and needs throughout the day. They also keep me updated with a friendly chat daily and have provided feedback in a diary as requested".

Interactions with children were relaxed, positive and natural. We observed the childminder extending children's fun and thinking using questions relating to play experiences and by using challenging and supportive resources. For example, when children were role playing a birthday party with dolls the childminder asked questions such as "What age is your baby?" and "How many how many babies are attending the party?".

Through discussion with parents the childminder kept parents informed about children daily experiences, their progress and likes and dislikes. However, no personal planning information was recorded about individual children's significant needs or area of interests and how these were being supported or reviewed. Recording this information and undertaking reviews with parents as required would help to support and promote learning and development. See area for improvement one.

With support children were encouraged and keen to help choose ingredients for snacks. They experienced an unhurried and sociable mealtime. The childminder referenced good practice from guidance document Setting the Table document to provide nutritious snacks. Access to fresh water was available and children were encouraged to remain hydrated.

Children were valued as individuals. A parent told us that the childminder provided "Age and stage activities and toys for both my children" and "It is clear they are experienced in this field". This was consistent with our findings that the childminder knew children well and responded to individual requests, needs and interests.

A parent told us that the childminder was "Honest, reliable and friendly" and "Supportive and respectful of my wishes and choices". We agreed that children and families had formed close, trusting and positive bonds with the childminder. We observed children who were happy and confident in their play.

1.3 Play and learning

Children were engaged and having fun during play. The pace of day was balanced and supported children to make choices in their play. We observed elements of older children being encouraged to extend thinking and widen their skills through math and word game challenges they requested to play.

We observed children interacting with the childminder during play. A variety of toys were on offer providing children with opportunities to develop thinking, understanding and investigation. For example, books, construction blocks, games, and crafts. Children engaged well with the variety of experiences offered both indoors and outdoors such as nature play in the park and trips to the local library. This ensured that learning through play was at the heart of children's experiences.

A parent told us that the childminder sends "Photos of activities and outings my child take part in" and "Shares photos of children reading, drawing and painting". We agreed that planning for learning was child-led and responsive to interests and needs.

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The childminder had created a home from home space with cosy areas for children to relax and support their emotional wellbeing. Children experienced a warm and welcoming environment that was bright and spacious. They had access to a kitchen/dining room, bathroom and an extension area which had two rooms for playing and patio doors that led out to a rear garden.

A variety of policies and procedures such as food safety, complaints and child consultation were in place which contributed to a well-managed service. These were available to parents on request and were reviewed by the childminder.

Toys and resources were varied, accessible to children and well organised. There was a range of interactive puzzles, role play, craft materials, construction toys and books. The garden provided a large space for children to develop large physical skills. This helped to support elements of a child centred and responsive approach to meeting children's needs.

We observed the childminder carry out in the moment visual risk assessments of the environment. Through general practice the childminder was aware of safety and encouraged children to keep themselves safe. For example, tying shoelaces and sensitively supporting a child when then tripped over.

A variety of safety measures such as a secure entry system helped to protect children from harm. We reminded the childminder about the importance of using available safety measures such as closing the safety gate between the kitchen and dining area when minded children are attending. Continuing to review risk in this way would contribute to keeping children safe.

Children took part in visits to the local library and parks. This promoted children's health and wellbeing and helped to build confidence in learning both outdoors and in the community. A parent told us that the childminder was "Fully aware of providing a child centred environment for children to learn and play".

A parent told us the environment was "Tidy and clean" and another said the childminder "Followed Covid-19 procedures". This was consistent with our findings. Overall appropriate infection control procedures were in place such as the use of gloves and aprons for nappy changing and the use of sanitiser for visitors. We discussed the importance of handwashing before and after mealtimes and the childminder agreed.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Communication methods ensured strong relationships with families. For example, daily face to face chats and text messages were embedded. The childminder shared information such photos and updates of children's experiences at the service.

To keep up to date with developments in the sector, the childminder was a member of the Scottish Childminding Association (SCMA). This was a childminding website that provided a network of resources and guidance to support the development of a safe, stimulating and well managed service.

The childminder was committed to bringing about positive outcomes for children through self-evaluation. For example, through reflections with children the childminder was able to identify areas for improvements for the service. We agreed with some of these reflections relating to personal plans as identified in key questions one.

A parent told us that the childminder "Listens well and offers support and advice to support the needs of my children". Children and families' views were actively sought to help improve the service through discussions. Parents responded to these requests and ideas were shared to support the improvement of the service and the outcomes for children. This helped demonstrate a supportive and well led service with capacity for and commitment to improvement.

How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children were encouraged to choose activities and experiences on offer. Their voices were heard and considered as part of the informal planning process. For example, as part of discussions children shared their choices of which parks to explore, requested visits to the library and took part in creative art and craft experiences with the childminder. This meant children were listened to and knew their views mattered.

The childminder understood how children develop. By keeping children at the centre of her practice the childminder ensured positive outcomes for children and quality early learning and childcare. A parent told us "It is clear the childminder is experienced in this field".

Following a discussion about ongoing professional development the childminder agreed on the importance of updating their knowledge on child protection and first aid to maintain a high-quality service. Refresher training will support keeping children safe. See area for improvement one.

We observed parent's wishes being respected relating to care needs and likes of children. A parent told us "The childminder is supportive and respectful of my wishes and choices" and another said that the childminder "Maintains confidentiality which is important and most importantly they listen to the children". This showed that the childminder recognised the importance of nurturing, warm and responsive attachments.

Areas for improvement

1. The childminder should access child protection and first aid refresher training and refer to good practice guidance to ensure knowledge and skills are up to date with good practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: "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." (HSCS3.14)

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The childminder should ensure that she washes her hands, as required between tasks and especially before preparing baby's bottle feeds and after handling the family dog.

This would contribute to the otherwise good infection prevention and control practices within the service. National Care Standards Early Education and Childcare up to the age of 16: Standard 3: Health and Wellbeing.

This area for improvement was made on 24 September 2015.

Action taken since then

A parent told us the environment was "Tidy and clean" and another said the childminder "Followed Covid-19 procedures". This was consistent with our findings.

Overall appropriate infection control procedures were in place such as the use of gloves and aprons for nappy changing and the use of sanitiser for visitors. We discussed the importance of handwashing before and after mealtimes and the childminder agreed. This area for improvement was met.

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?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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