

Desyree's Little Butterflies Childminding Service Child Minding

Bathgate

Type of inspection:
Announced (short notice)

Completed on:
20 January 2023

Service provided by:
Desyree Smalley

Service provider number:
SP2017989334

Service no:
CS2017359919

About the service

The childminding service is provided by Desyree Smalley in Fauldhouse, West Lothian. Care can be provided for a maximum of six children at any one time under the age of 16 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 are inclusive of the childminder's own family. Overnight care cannot be provided and minded children must only be cared for by those named on the certificate of registration.

The service is delivered from the childminder's home on the main street leading into Fauldhouse. It benefits from being close to local amenities. Children have access to the livingroom, hall and bathroom on the same level. A garden and driveway is used for supervised play.

About the inspection

This was an announced inspection with short notice carried out on Tuesday 17 January 2023 between 13:05 and 15:50. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about the service. This included the previous inspection report, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- observed children using the service and received comments from one parent by email
- spoke with the childminder
- observed practice and daily life, including a collection from school
- looked at documentation relating to the care of children and the running of the service.

We gave feedback to the childminder by telephone call on Friday 20 January 2023.

Key messages

Children were nurtured and supported through kind, caring and respectful interactions.

Children had made positive peer relationships and had fun together.

A home from home environment provided children with a safe and comfortable place to play.

Play and learning could be enhanced through the childminder engaging in continued learning and using it to improve opportunities for the varying stages of development.

The childminder should continue to improve the service in response to parent and child feedback and by using best practice documents for early learning and childcare.

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

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

Quality Indicator 1.1: Nurturing care and support

Children were nurtured and supported through their daily experience. They were comfortable with the childminder, seeking out physical comfort and reassurance. The calm and fun approach to routines were effective at involving children in their own care. This allowed them to be independent and empowered. For example, learning effective handwashing and choosing their own snack.

Food experiences were relaxed, safe and responsive to children's wishes. Children sat together at a table in the livingroom to eat and spent time chatting, prompting good habits for the future. The childminder worked together with children to promote healthy eating by informing them and exploring reasons and consequences. Children were involved in the preparation of snacks. This offered opportunities to practice new skills such as spreading, chopping and pouring.

Children's individual wellbeing benefited from the effective use of personal planning. Personal plans were used to record information from parents, observations of children's play and welfare to monitor their needs. Children's needs were beginning to be considered holistically meaning their welfare, safety, learning and inclusion was planned for. The wellbeing indicators could be used to further think about all areas of a child's development. The personal plans would benefit from the childminder dating all entries. This would make information easier to track as the child progresses. A parent felt they were kept informed and said, "I couldn't be happier since my child joined here. I get updates on the app of activities through the day".

Children's health needs were considered and planned for. Medication was recorded and administered according to best practice. This ensured children could have the right care at the right time.

Quality Indicator 1.3: Play and learning

Children were having fun as they experienced some quality play, learning and development opportunities. They had time and space to consider their options and choose what to do. Children's literacy skills were being developed through free play and structured opportunities. For example, resources were always available for children to practice early writing skills and enhancing their vocabulary and interest in words through reading stories.

Children were empowered to be fully involved in their play and learning through the interactions of the childminder. Effective questioning and well-placed comments supported children to come up with their own answers and solutions. The childminder enabled children's thinking skills through supporting trial and error, wondering aloud, being curious and creative. Children were praised and encouraged in their experiments. A parent said, "Desyree plans out her day with the kids very well and my child does loads of activities which they love".

Children's interests were responded to, supporting children to lead the pace and content of the day. A parent said, "She is so creative with my child and has given me so many ideas to do at home too". Play and

learning opportunities were captured in photographs and shared with parents using an online app. This kept them up to date with their children's activities. This could be further developed by identifying next steps to plan for, in order to progress children in their learning.

Opportunities in the community were used to engage children in their local area and support their play and learning. For example, storytelling sessions in the library were attended and local parks and forest areas were used. This offered children a variety of experiences and connections with nature throughout different seasons. A parent appreciated this variety saying, "She has gotten my child involved in book bugs where they can join in with other children".

How good is our setting?

4 - Good

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

Quality Indicator 2.2: Children experience quality facilities

The setting was well furnished, comfortable and homely, offering children a home from home experience. They were relaxed in the setting and were familiar as they moved around using the space to meet their needs. For example, the toilet was used independently. This showed that children felt secure and safe there.

The setting's indoor and outdoor environments were developmentally appropriate spaces. Children had space to play in the livingroom and child's bedroom. Resources were organised and stored in large drawers which children could freely access. Resources were also displayed on top of the drawers. This meant that children could see what was available to them and make choices. A range of resources were available for children to engage in different types of play. Some open-ended materials were provided for children, offering opportunities to explore, experiment and discover. These were not available during inspection and were rotated with other toys. The childminder would benefit from referring to the Loose Parts Toolkit (Inspiring Scotland 2019) for inspiration and guidance on materials for different developmental stages. This would enhance children's opportunities of using open-ended materials in all aspects of play.

Various learning opportunities were evident from photographs in children's learning journals. These showed children enjoying exploring the properties of water, developing their fine motor skills by lifting small objects, and discovering the cause-and-effect concept when building and knocking over bricks.

Children benefited from the fresh air and physical activity involved in outdoor play. They had opportunities to be outdoors daily which benefited their health and wellbeing.

Children were safe as the setting and equipment were secure and well-maintained. The needs of different age groups of children had been considered and planned for. For example, safety gates were in place to prevent children from entering the kitchen unsupervised. This meant that children could have freedom around the rest of the setting. Risk assessments were used to support the childminder to consider potential risks and possible solutions to reduce them, both indoors and outdoors. Children were safe as we saw these assessments in practice during the walk to school and indoors.

Measures were in place to reduce the spread of infection. Regular handwashing took place at regular times throughout the day. The childminder took action during the inspection, to give children separate hand towels for drying their hands. This is good practice for preventing and controlling infection spread.

How good is our leadership?

4 - Good

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

Quality Indicator 3.1: Quality assurance and improvements are led well

Children and families were meaningfully involved and influenced change within the setting in a variety of ways. Positive relationships had been built with parents. This opened up a flow of communication for parents to informally raise issues and offer feedback. The childminder was committed to do their best to accommodate parent's wishes. Children influenced the pace and content of the day as the childminder listened and responded. Knowing the children's interests and preferences also guided the childminder in daily planning.

The childminder was committed to improve the service and had ideas about how to do so. Using the involvement of families and best practice guidance, the childminder should identify where improvements could be made and plan to progress these. The improvement bitesize sessions on the Care Inspectorate's website The Hub, could be used for guidance on improvement planning.

To improve the processes for self-evaluation, the childminder could use the scrutiny and improvement toolbox in 'A quality framework for daycare of children, childminding and school aged children' (Care Inspectorate, 2022) to identify areas where the service could be improved. Self-evaluation processes and continued consultation with children and parents should support the continuous improvement of the service.

How good is our staff team?

4 - Good

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

Quality Indicator 4.1 Staff skills, knowledge and values

Children's rights were supported through compassionate and responsive care. Their wellbeing was enhanced as the childminder listened to them, noticed what they wanted or needed and took steps to provide it. The childminder's calm and friendly approach resulted in kind and caring interactions with children. A parent said, "I love how welcoming and friendly Desyree is to myself and my child, it's a home from home where they feel welcomed and like one of her own. It's a very safe place as they can be their confident self in her care".

The childminder was starting to develop through reflective practice. During the inspection process, the childminder was willing and able to reflect on the service and how they worked with each child. The type and range of experiences offered for children demonstrated that the childminder had some knowledge of play and how children learn. Their understanding of their role in that process was evident through interactions. Whilst the childminder had accessed the Care Inspectorate's website The Hub previously, they felt unsure about which documents to look at and use. We referred the childminder to specific best practice documents which they should use to reflect the service against, with the aim of improvement.

Children's health and safety were considered as the childminder enhanced their skills and knowledge through first aid training. They felt more prepared to manage situations as they arose. The childminder spoke confidently about safeguarding children's welfare if they had concerns. This meant that children

would receive the right help at the right time. The childminder was also planning to attend loose parts training to increase their confidence in providing open-ended play experiences.

We advised the childminder to record learning from training courses, discussions or reading. This would support them to reflect on how it could be used to enhance the provision 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

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| 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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