

# McMaster, Angela

## Child Minding

Johnstone

**Type of inspection:**  
Unannounced

**Completed on:**  
17 November 2022

**Service provided by:**

**Service provider number:**  
SP2003902778

**Service no:**  
CS2003004859

## About the service

Angela McMaster, Childminder, is registered to provide care to a maximum of six children at any one time under the age of 12, 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 family and no overnight care is permitted. The parts of the premises not to be used are the upstairs. The service is provided from the childminder's home, within a residential area of Houston, close to local schools, parks and amenities. Children have access to the living room, kitchen, downstairs toilet and enclosed rear garden.

## About the inspection

This was an unannounced inspection which took place on Friday 11 November 2022, between 11:45 and 14:15. The inspection was carried out by two inspectors 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 eight people using the service
- observed practice and facilities
- reviewed samples of relevant documents.

## Key messages

- The childminder provided a flexible service to meet the needs of children and families.
- Children engaged in play activities of their choice.
- The childminder was committed to supporting children in a warm and caring environment.
- The childminder made good use of resources within the community.
- The childminder had developed good positive relationships with the families accessing the service.

## 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 evaluated this key question as good with a number of important strengths which, taken together, clearly outweigh areas for improvement.

### 1.1 Nurturing, Care and Support

The childminder was warm and nurturing in her interactions with children and responded effectively to individual children's needs. Three children were present during the inspection, they were all relaxed and happy in each other's company. This supported children to feel valued, safe and secure.

The childminder knew the children and families well and it was clear that close bonds had been developed with children. Regular communication between the childminder and families ensured that families were involved in their child's care and their individual home routines and preferences were respected. The childminder used a variety of ways to communicate with parents, for example WhatsApp. One parent told us, "Communication is regular. Usually verbal updates on collection of my daughter. Angela will tell us significant information (e.g. my daughter refused a nap, or anything out of the ordinary in terms of toilet or mood etc). Angela also regularly sends on photos or videos from activities she has with my daughter".

Lunch time was a calm and unhurried experience. We observed some children eating lunch together and the childminder told us the younger child had already had their lunch. The childminder sat with the children and they spoke about their experience from their visit to a local toddler group that morning. This supported the childminder in promoting a quality lunch time experience.

Children's nappies were changed sensitively in response to their needs. The childminder wore gloves and an apron during nappy changing, to prevent the potential spread of infection. A separate area was used when changing children. This supported the childminder in ensuring children's dignity was respected.

At the time of inspection, no children were currently receiving medication, however the childminder could confidently discuss the procedure for correctly administering and storing medication. We asked the childminder to review her medication forms to ensure they contained the relevant information needed to keep children safe, for example, confirmation that parents had administered the first dose.

The childminder had gathered relevant information about children's care needs, likes and dislikes. Whilst the childminder could confidently discuss individual children's needs, this was not consistently documented with strategies on how the childminder planned to support individual children. We discussed with the childminder the importance of documenting children's needs and planned strategies to ensure they consistently reflect children's current emotional health and wellbeing needs. These plans should also be shared with parents to ensure parents have the opportunity to be involved in their child's care and learning. (See area for improvement 1). This will support the childminder to continue to provide care that is right for every child.

Children sleep times reflected their individual needs. One child was asleep in a buggy as requested by their parent, however the buggy did not fully recline to allow the child to sleep in a flat position. We asked that the childminder review her current sleep safe policy and procedures to ensure these are in line with current Safe Sleep Scotland best practice guidance (See area for improvement 2)

### 1.3 Play and Learning

The Childminder had good links within the local community, and the children regularly took part in various experiences, for example toddler groups and book bug sessions. These experiences enabled children to develop their confidence, social skills and enhanced their knowledge of their own and wider community.

Children were listened to and actions were taken to plan experiences in relation to the children's likes, wants and needs. An example of this was when a child asked to go outdoors and the doors were opened after lunch to enable children to have free flow access to outdoor play. This supported children to lead their own play and learning.

#### Areas for improvement

1.  
To ensure children continue to receive care and support that is right for them the childminder should develop personal plans. These personal plans should include but not be limited to, information on children's interests, stages of development and strategies of how the childminder will support children. Personal plans should be shared with and reviewed by parents at least every six months and implemented with 28 days of children starting the childminder's service.

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

2. To ensure children are safe, the childminder should develop her safe sleeping guidance in line with the best practice document from Safe Sleep Scotland. This could include, but not be limited to, reviewing areas where children sleep.

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

#### How good is our setting?

4 - Good

### 2.2 Children experience high quality facilities

**We evaluated this key question as good with a number of important strengths which, taken together, clearly outweigh areas for improvement.**

Children were cared for in a bright, clean, well-furnished home. Two large sofa's provided children with areas to rest and relax. Ample floor spaces allowed children to explore and investigate independently and move around unhindered.

A range of good resources were available for children to access freely. The childminder had some loose parts available for children, for example a wooden treasure chest with wooden spinners and curtain rings. This supported children's curiosity and problem solving. We discussed with the childminder the benefits of loose parts play for children to support creativity and problems solving. We encouraged the childminder to build on their loose parts to enable them to continue to provide these experiences for children.

Children's information was stored appropriately in line with current GDPR guidance. Information relating to individual children, for example, photographs of children engaging in experiences were shared securely with families through the use of WhatsApp.

Children had access to the outdoor area and this was offered on a free flow basis with the children choosing to engage indoors or outdoors. A range of resources, for example a mud kitchen and scooters supported children to direct their own play and learning.

The childminder has good systems in place to keep children safe, for example, risk assessment of areas children used were regularly updated to ensure they reflected the childminder's current environment.

Robust infection control practices ensured children were cared for in safe environment. The childminder's home was clean and children were encouraged to take part in good hand hygiene, including before and after lunch.

## How good is our leadership?

4 - Good

### 3.1 Quality Assurance and Improvements are well led

**We evaluated this key question as good with a number of important strengths which, taken together, clearly outweigh areas for improvement.**

The childminder had some evidence of consultation with children and parents providing feedback on the service. For example, the childminder told us they sometimes gave parents and children questionnaires to evaluate the service. The childminder should implement these on a regular basis to gain a true reflection of the service they are providing. This will support the childminder to make any necessary improvements and ensure parents continue to be involved in all aspects of the service.

The childminder had self-evaluation processes in place which linked to the Care inspectorate document 'A quality framework for daycare of children, childminding and school - aged childcare' and Education Scotland 'How good Is our early learning and childcare'. These processes detailed targets the childminder hoped to achieve within the themes of the different quality indicators. We discussed with the childminder streamlining the information from both self-evaluation documents into one detailed document. This would be more efficient, reduce workload and will effectively support the childminder in identifying areas which can be used to form an improvement plan.

## How good is our staff team?

4 - Good

### 4.1 Staff skills, knowledge and values

**We evaluated this key question as good with a number of important strengths which, taken together, clearly outweigh areas for improvement.**

The childminder was organised and had most documents available for us to view on the day of the inspection. The childminder engaged well with the inspection process and took on board any advice around improvements.

The childminder recognised the importance of nurture and building strong attachments with children. For example, children sought comfort and cuddles from the childminder which they were lovingly given. This supported children to feel secure.

The childminder has taken part in a variety of relevant childcare training to support them in their role. This included first aid and child protection. We spoke to the childminder about the benefits of keeping a reflective diary following training. This would support the childminder in measuring the impact of training on their practice and promote positive outcomes for children and their families.

The childminder had a good understanding of relevant guidance and best practice documents and told us that they used the Care Inspectorate Hub to keep up to date with new initiatives and publications. This supported the childminder in providing an effective service for children and their families.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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