

Bumbly Bees Child Minding

Dundee

Type of inspection:
Unannounced

Completed on:
3 May 2023

Service provided by:
Alison McDermott

Service provider number:
SP2014986383

Service no:
CS2014331912

About the service

Bumbly Bees provides a service from their home in Broughty Ferry. The service 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 three are not yet attending primary school full time and of whom no more than one is under 12 months. When the childminder is working with one assistant, the care service may be provided to a maximum of 12 children at any one time up to 16 years of age, of whom no more than six are not yet attending primary school full time, of whom one may be under 12 months.

When the childminder is working with two assistants, the care service may be provided to a maximum of 12 children at any one time up to age 16 years, of whom nine may be of an age not yet attending primary school full time, of whom three may be under 12 months. When the childminder is working with three assistants, the care service may be provided to a maximum of 12 children at one time up to age 16 years, of whom 12 may be of an age not yet attending primary school, of whom three may be under 12 months. Numbers are inclusive of children of the childminder's family. Overnight care will not be provided. Minded children can only be cared for by persons named on the registration certificate. In the absence of Alison McDermott, Katie Curran, as an assistant, may manage the service.

The service is based in a residential area of Broughty Ferry and is close to local parks, schools and other amenities.

About the inspection

This was an unannounced inspection which took place on 02 May 2023 between 08:45 and 13:00. The inspection was carried out by an 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:

- observed practice and daily life
- reviewed documents
- spoke with children and gathered views of families using the service.

Key messages

- Children experienced warm, kind and nurturing relationships, supporting them to feel loved and secure.
- Strong partnerships with families supported effective communication and consistency of care for children.
- Effective partnership working had been established with other professionals, which ensured children's needs were met.
- Children benefitted from a homely, nurturing environment where they were consulted and valued, which respected them as leaders in developing the service.
- The childminder and assistants made very good use of local facilities, helping children feel included in their community.
- Children benefitted from a reflective team, who were committed to their own professional development.
- Robust self-evaluation processes supported the continuous improvement of the service, which promoted positive outcomes for children.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

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.

Quality Indicator 1.1 - Nurturing care and support

The childminder and assistants shared warm, kind and caring interactions with children. Children were happy and confident to share their play experiences, which demonstrated that they felt secure in the childminder and assistant's care. One parent commented, 'I love the most genuine and warm welcome every morning at drop off'. As a result, children were loved and cared for.

Adults were mostly down at children's level engaging in conversations, supporting sharing and turn taking. For example, an assistant spoke gently with children, helping them to learn to work together and share the basket swing. Some interactions could be further developed, as at times, the assistants were observed to be at children's level, but not engaged in, or looking at their play. This would further value children's contributions in play. Children were given the space and time needed to transition between activities when following instructions. This demonstrated that children were nurtured and respected as individuals.

Personal plans were in place and these recorded the relevant information required to meet children's needs, wants and wishes. The childminder shared that these were informally reviewed every six months. One parent commented, 'I am given timely opportunities to review my child's personal plan'. We asked that personal plans and permissions be formally reviewed, signed and dated at least every six months with families and the childminder. This would ensure the information held is accurate to meet children's needs. The service had established positive links with other professionals, including speech and language therapists. We suggested developing care plans for children with additional support needs. This would create a shared understanding of strategies in place, identify progress and areas for further support. The childminder had a very good knowledge of children's home lives. We suggested developing chronologies to record specific events in children's lives. This would highlight any patterns, trends or concerns and enable the childminder and assistants to provide tailored support.

Medication forms and signed consents were in place. We asked the childminder to develop administration forms, to record when they have given a child medication. The childminder should review the forms to ensure they indicate that the first dose of medication had been received at home. Formal reviews of medication should be completed every three months. This would ensure children's health needs were met.

Snack provided a calm, unhurried and nurturing experience for children to develop their life skills. Children were enthusiastic to help set up for snack, setting the tables and spreading their own pancakes. An assistant sat with children promoting positive conversations and role modelling with the children. A low table and chairs and highchairs were provided to ensure children could access snack at the right stage for them. As a result, children experienced positive mealtimes.

Quality Indicator 1.3 - Play and learning

Children were busy, engaged and having fun together and with the childminder and assistants. The assistants were mostly active participants in play alongside and with children developing their problem-solving skills and perseverance. One child was engrossed in filling different containers with mud. An assistant responded to the child's interest and cue by providing a range of different containers to extend their play. As a result, children were engaged in play experiences.

At times, the assistants could consider their engagements in play, to promote opportunities for children to be challenged. For example, there were missed opportunities to extend children's learning as the assistants were, at times, task focussed. Children's play was interrupted as the assistants asked them to 'be careful'. The assistants should consider their role in promoting children's schematic learning, to ensure they are knowledgeable in extending these opportunities.

Opportunities to develop children's literacy and numeracy learning were naturally embedded across the service and interactions. Assistants were observed to listen to children's verbal and non-verbal utterances, copying and repeating their words and phrases and extending these. When playing with the frogs in the tuff tray, children showed an interest in comparing sizes, which was extended through using open-ended questions to challenge their thinking. Effective pondering was used to develop children's critical thinking skills, as they counted the tadpoles. As a result, children had opportunities to progress their literacy and numeracy skills.

The childminder shared that experiences were planned using their knowledge of children's interest and stage of development. Plans were evaluated to consider the strengths, areas to improve and the focus for the following week. Activities had been introduced to provide tailored challenge across the ages. For example, photos evidenced children participating in STEM, little chefs, little yoga and mini musicians. This demonstrated that children were motivated to learn.

Children's learning journeys evidenced photographs of children's experiences, some child voice, and next steps. Next steps were shared with families and provided opportunities for them to share their ideas. Children's ownership of their learning journeys could be further developed through considering their involvement. This would provide children with opportunities to reflect on their experiences. The childminder shared that observations was an area of recent development. Some observations evidenced children's skills and learning and this should continue to be developed across all observations. This would ensure children were able to progress and achieve.

How good is our setting?

5 - Very Good

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.

Quality Indicator 2.2 - Children experience high quality facilities

A light, natural and homely environment was provided for the children in a dedicated playroom. Opportunities to promote children's imagination, creativity and curiosity were at the heart of all experiences. Spaces, toys and materials reflected children's interests and stages of development. Children had space to move around and choose which resources to use to extend their play and learning. One parent commented, 'Amazing staff, clean, excellent facilities and outstanding activities'. The childminder had consulted with families and was in the process of developing a space for children to have opportunities for imaginative and creative play. As a result, children experienced a well-planned environment.

There was a range of age and stage appropriate resources, which provided children with opportunities to explore and challenge their learning. Books were used effectively in children's play, for example, the childminder shared that a recent interest in size had led to the children exploring 'Goldilocks and the three bears'. Resources were well presented and stored in easily accessible boxes, which provided children with choice in their play. Children's photographs were displayed around the room, sharing their experiences. This demonstrated that children were valued at the heart of the service.

Children benefitted from a large, well-equipped garden, which provided opportunities for children to explore and learn in a natural environment. This included a mud kitchen, physical equipment, tuff trays, summer house and a large tent. As a result, children could explore and develop their fine, gross, imaginative and creative skills.

Handwashing was encouraged at regular intervals by the childminder and assistants, including before mealtimes and after outside play. As a result, effective infection prevention and control measures were maintained.

Accidents and incidents were recorded and shared with families. The childminder shared that they informally reviewed these with assistants to consider patterns, trends and actions taken. Risk assessments were in place and these highlighted the risk, actions taken and were reviewed every six months. The childminder was proactive when considering risks and had developed risk assessments to reflect the current building work. This ensured children's safety at all times.

Audits of the environment were in place annually to review practice, evidence progress and areas for development. The childminder had plans to develop these to consider the Care Inspectorate document, 'A quality framework for the daycare of children, childminders and school-aged children'. This demonstrated that the childminder was committed to the ongoing development of their environment.

How good is our leadership?**5 - Very Good**

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.

Quality Indicator 3.1 - Quality assurance and improvement are led well

The childminder provided a warm and welcoming service, with a clear vision. Values and aims were created with the assistants and families and were evident throughout the inspection. The childminder had developed an aspirational ethos which ensured children were at the heart of the service. One parent commented, 'I love that they create a warm and family like environment which allows the children to express themselves'. As a result, children experienced a nurturing environment.

The Brightwheel app was used to communicate with families throughout the day. The childminder and assistants shared regular photographs and videos to families, which supported them to be involved in their child's day. Families commented positively on the app and shared, 'The daily update pictures shows my child is having the best time playing and learning with the best care'. The childminder used a variety of ways to evaluate their service. Parents and children's views were gathered through questionnaires and daily discussions at drop off and pick up times. Information was used to inform developments and, as a result, children benefitted from a service that continually improved. The childminder used floor books to share how the service had actioned feedback received from families through photographs. For example, families had recently been consulted on the development of the garden space and photographs shared the resources added to make improvements. We suggested the floor books could be further developed to include children's voice, as this would demonstrate their ownership of any changes within the environment.

Self-evaluation was central to improvements within the service and meaningfully reflected their strengths and areas for improvement. The childminder had recently evaluated the service using the Care Inspectorate document, 'A quality framework for daycare of children, childminding and school-aged children'. Robust evidence had been gathered which detailed elements of practice that were working well and areas for improvement. For example, current developments included creating a space for children to engage in more imaginative and creative play. As a result, children benefitted from a reflective childminder, who continually aimed to improve their service and outcomes for children.

Relevant policies and procedures were in place and were updated regularly to support the effective running of the service. These were shared with parents and were aligned to best practice guidance. As a result, children were supported by a childminder who continued to improve and develop their practice.

How good is our staff team?

5 - Very Good

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.

Quality Indicator 4.3 - Staff deployment

Children experienced a relaxed, happy, and nurturing service and had developed trusting relationships with the childminder and assistants. One parent commented, 'I feel that the staff are all very engaging and it is clear that they love their job'. As a result, children experienced compassionate and responsive care.

The childminder and assistants were committed to their own learning and development. Detailed training records demonstrated that the childminder and assistants continually aimed to improve. Recent training included ABC and beyond, effective observations and responsive planning. The childminder spoke enthusiastically about recent training in observations, identifying progress made and recognising this as an area for further development. Newer assistants had begun to complete a minded kids induction checklist. We suggested the induction process could be expanded and developed to make more effective use of the National Induction Resource, which would support reflection and assess current knowledge and skills of newly recruited staff. The assistants shared that they had regular opportunities to meet with the childminder to discuss their progress and areas for development. This meant that the assistants had opportunities to reflect and improve their practice.

Children's safety was maintained, as the childminder and assistants communicated well with each other when leaving spaces. Any absences were covered by existing assistants registered to the service. The childminder and assistants all presented as motivated, interested in their roles and focused on supporting good outcomes for children. The service was appropriately staffed and ratios were maintained, which ensured children were well supervised.

Children's choices were respected and valued, as they were given space at times of transition. There were mixed skills across the team. The assistants worked well together to ensure children's needs were met and they engaged positively within play experiences. They were mostly confident to call upon each other for help and demonstrated that they knew children well. They spoke positively about their commitment to the children and the service. As a result, children were valued and loved.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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