

Rodger, Lynne Child Minding

Falkirk

Type of inspection:
Unannounced

Completed on:
23 May 2023

Service provided by:

Service provider number:
SP2004931179

Service no:
CS2004071141

About the service

Lynne Rodger provides a childminding service from the family home in Maddiston, Falkirk. They are registered to provide a care service to a maximum of six children at any one time under the age of 16: of whom a maximum of six will be under 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 include the children of the childminder's family. The childminder works in partnership with the local authority to provide funded places.

The service is close to the local primary school, nursery, green spaces and other amenities. It can be reached by transport links. Children have access to a living room, hall, toilet facilities and secure back garden.

About the inspection

This was an unannounced inspection which took place on Tuesday 23 May 2023 between 09:00 and 12:00. Feedback was given following the inspection. 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 three children using the service and observed their play
- received feedback from two families via an electronic link
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- The childminder was committed to their role in providing positive outcomes for children.
- Children were happy, settled and having fun as they played.
- Children benefitted from the childminders commitment to improving experiences through highly effective self-evaluation.
- Children experienced nurture, love and cuddles from the childminder
- Resources were of a high standard and supported children to lead their play.
- The childminder made very good use of guidance in delivering a high-quality service for children and families.
- Children were supported to develop important life skills through activities and well organised provision.
- Supporting children's development came naturally to the childminder through high quality interactions, praise and encouragement.

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 evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 1.1-Nurturing care and support

Children experienced nurturing and caring approaches from the childminder who knew their individual needs and wishes. It was clear strong attachments had been developed that supported children's wellbeing. The childminder worked closely with families to ensure children's routines and preferences were consistent between home and the setting. All parents were very happy with the care provided and told us the childminder was "very accommodating" and "would highly recommend Lynne to anyone as she is a great childminder and very trusting". This meant that children's health and wellbeing was supported as they flourished.

Children were encouraged to be independent in personal care and we saw these routines were very well established. For example, every child had their own-coloured towel and resources that encouraged them to develop important life skills. Younger children received support with personal care in a dignified and respectful manner. This gave a strong message that children mattered.

Mealtimes offered children opportunities to further develop their independence skills. Children were consulted about what they would like to eat from a nutritious and balanced menu. The routine in place supported them to build confidence as they led this experience. For example, the use of safety utensils enabled them to prepare their snacks. Children were also involved in clearing the table and washing their dishes. The mealtime experience was relaxed, unhurried and sociable. The childminder used this opportunity to promote language and numeracy development through fun and play. Interactions were warm, caring and nurturing. As a result, children were supported to learn through everyday experiences.

The childminder ensured all children had a very good, detailed, and meaningful personal plan. Plans recorded how the service supported learning and development, captured children's voice and how they worked closely with families. Personal plans had been reviewed regularly to reflect children's progress. One parent told us about how their child had made progress since attending the childminders as they are always learning new things. This meant that children were supported to reach their full potential.

Children's safety and emotional security was promoted through homely, comfortable spaces to rest and relax. Where children required a nap, a safe sleeping space was available. The childminder had completed training on the importance of safe sleep routines to promote children's safety and wellbeing.

The service had a system in place to record and monitor children's medication to ensure safe administration. At the time of our visit, no children required medication. However, we were confident the system in place would support children's health care needs.

Quality indicator 1.3-Play and learning

Children were meaningfully leading their play through a balance of well-planned activities and free flow play. The childminder made very good use of current and best practice guidance. Such as 'Realising the ambition' and 'Curriculum for Excellence' This ensured children had a breadth of learning and fun experiences that was right for their stage of development. The childminder knew children's preferences and supported them to make choices. Their imagination, curiosity, and creativity was promoted as they had a wide selection of natural, open-ended resources to choose from. Their interests were engaged as resources had been creatively presented. As a result, two children made castles from the selection of different sized and shaped wooden loose parts. The childminder interacted with warmth and a genuine interest in their play and used the opportunity to promote conversation. Toys were accessible to children from low level storage baskets. Children told us they liked to play football and draw. They spoke about their favourite toys and were able to recall play experiences. For example, they were able to tell us about the life cycle of a butterfly as they were watching it grow. The childminder had extended this interest by organising a play space with interactive resources to further develop children's learning.

Planning for children's experiences were based on their likes, wishes and next steps in learning. The childminder had a very good knowledge of the importance of children learning in nature and the benefits to their wellbeing this offered. Children had daily opportunities to explore the wider community such as groups, parks and other green spaces. This meant they made connections where they lived, and developed an appreciation of the world around them.

The childminder had a very good understanding of child development and the importance of valuing every child as an individual. This meant that children's emotional wellbeing was supported through sensitive approaches, nurture, and praise.

Children experienced high quality interactions from the childminder as they played. They made very good use of effective questioning to spark children's thinking, encouraging recall of learning and sustain children's interests. This came naturally to the childminder. This meant that children made progress as they played.

How good is our setting?

5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 2.2 -Children experience high quality facilities

Children experienced a homely and comfortable, setting that was very well maintained and organised. Play spaces were safe, well-ventilated and benefited from natural light. The childminder had organised furnishings to promote children to develop independence. We saw children confidently put away their personal belongings into child sized storage when they entered the setting. This was part of their daily routine. This gave a message that children mattered.

Children had access to the living room, secure back garden, and downstairs toilet facilities. They were able to move freely between areas, giving them space to play and explore. As a result, they were able to lead their interests and have fun as they played. The childminder reminded children about keeping safe as they played in the garden. We were confident this was embedded in their routine as children were fully aware of how to keep themselves safe outdoors.

The childminder had effective systems in place for the monitoring and maintenance of the setting. Daily checks were carried out on environments to ensure spaces were safe for children. Detailed risk assessments were reviewed regularly to ensure any potential risk was minimised. This approach meant that children experienced a service that was safe and met their needs.

Robust infection prevention and control practices and following food safety guidance meant children were safe as they played and enjoyed foods. Children were confident at carrying out handwashing at key times. The childminder had promoted this routine and we could see it was embedded in everyday practice.

The childminder had clear, detailed policies and procedures in place that ensured a consistent approach in the service. We confirmed policies had been reviewed and updated regularly. They provided very good information on how the service would meet children's needs through the experiences offered. Policies also contained important links to signpost parents to online materials. This meant that policies and procedures were having an important impact on children and their experiences in the service. As a result, children and families benefitted from a service that was high quality, safe and secure.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 3.1 -Quality assurance and improvements are led well

Children and families experienced an ethos that was welcoming, homely, caring and promoted partnership working. Children were respectfully treated like a member of the childminders family. This was evident in the nurture, love and care they received. The childminder had high aspirations for children and worked closely with families to ensure their needs were met. This supported positive outcomes.

Families' views were sought regularly through informal discussions and questionnaires. The childminder used feedback to support their self-evaluation process and inform their continuous improvement plan for the service. Children were regularly consulted about how they spent their day. The childminder was mindful of the varying ages of children attending the service. They had created 'Have your say' board that encouraged older children to voice their ideas. This meant that everyone was included in the developments of the service.

The childminder had engaged in highly effective self-evaluation of the service through best practice guidance. For example, they had used 'A quality framework for day-care of children, childminding and school aged childcare' to evaluate their provision, practice, and experiences for children. From this, they identified areas for improvement. This was a very good example of meaningful reflection that put children at the centre of the service.

We were satisfied that a variety of ways were used to keep families informed about children's learning and experiences. Keeping families updated and included was a key strength of the childminder. This was evident by the high level of communication and the quality of written information. Parents felt communication was very good. This ensured families were well informed and supported them to feel included in their child's care and learning.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 4.1 -Staff skills, knowledge, and values

Children experienced warm, kind, and compassionate care. This meant that they felt valued, loved, and secure in the childminders care. The childminder provided personalised support as they knew each child as individuals, their health and care routines and preferences. We could see positive, loving, attachments had been formed as children received cuddles and reassurance as they played. This supported their emotional wellbeing and provided a culture where children could thrive and flourish at their own pace.

The childminder made very good use of relevant guidance provided by 'Scottish Child-minding Association' (SCMA) and the Care Inspectorate updates. This meant they kept updated with current information which supported the delivery of the service. We confirmed support materials were used effectively within policies and procedures which supported delivery of a high quality service. In addition, children's information was recorded and reviewed to support their learning and development. As a result, children and families received care and support that was right for them.

The childminder had a very good understanding of how children develop and learn. They demonstrated a commitment to their own professional development as they engaged in extensive, training and learning. This included courses on Infection, prevention, and control practice, keeping children safe and healthy and promoting language development through play. They were able to reflect on learning and talk confidently about the positive impact training had on outcomes for children. Parents were also aware of the commitment the childminder showed to continuous professional development and commented "Lynne always seems to be going on extra CPD courses".

Children and families experienced a very good service from a childminder who was committed to meeting their needs and providing high quality play and learning to support positive outcomes.

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
4.1 Staff skills, knowledge and values	5 - Very Good

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