

Adventure Glen Childcare Child Minding

GLASGOW

Type of inspection:
Unannounced

Completed on:
28 April 2023

Service provided by:
Kayleigh McIntosh-Lowrie

Service provider number:
SP2018989738

Service no:
CS2018365034

About the service

Adventure Glen Childcare childminding service is provided from the childminder's home in a quiet residential area of Cumbernauld, North Lanarkshire.

The service is registered to provide a care service for 12 children under the age of 16 at any one time, of whom no more than six are not yet attending primary school and of whom no more than two are under 12 months, when working with an assistant. Numbers are inclusive of children of the childminder and assistant.

The service is close to green space, local parks, schools and nurseries.

Childminding takes place on the ground floor of the property. Children have access to a spacious open plan lounge/kitchen/dining room, a dedicated playroom, downstairs bathroom and a large enclosed garden.

About the inspection

This was an unannounced inspection which took place on Friday 28 April 2023 between 10:15 and 13:30. 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:

- observed children's play experiences
- spoke with the childminder and her assistant
- observed interactions between children and the childminders
- looked around the home and garden
- reviewed service documents and records
- reviewed feedback from four parents.

Key messages

- Children experience care and support that was warm, sensitive and nurturing.
- Children were at the heart of service, with a child led approach.
- The childminder provided a homely, nurturing environment for children to play and learn.
- Effective communication with the parents meant that children's needs were supported and parents felt included in their child's care.
- Children had opportunities to learn within their local and wider community and played outdoors everyday.
- A more formal approach to quality assurance methods could support continuous improvement.

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

Children were happy and settled in the service. They were relaxed and confident around the childminders and within the child minding environment.

The childminders were very attentive to the children's needs and their interactions were warm, nurturing and respectful. It was clear the childminders knew minded children very well and they shared with us how their care and development needs were being supported. The childminders' knew children's personalities and routines and listened to children to ensure they felt valued and secure in their care. One parent told us "I really have no concerns whatsoever regarding my child's care Kayleigh and Ryan have a great understanding of each child's individual needs and always are busy promoting development."

Information was gathered for each child to help the childminder's care for and support each child. Communication with parents/carers was very effective and supported them to be fully involved in their child's care. This ensured good links between home and the childminding setting which supports continuity of care. Parents confirmed the childminders worked very effectively with them to ensure their child's learning, development and wellbeing needs were being met. Parents told us "I am updated daily at pick up and receive updates through the app and Facebook, so communication is highly effective" and "I'm kept up to date at pick up each day and get pictures throughout the day when the kids are out which I like."

Personal plans supported children's wellbeing and development and helped the childminder to meet children's needs. All about me information was very detailed, ensuring the service knew each child individual needs and supports. We discussed how personal plans could be further enhanced, detailing targets and strategies used to support children's development.

Children's experiences were recorded within online learning journals and were shared with parents in real time. These recognised children's achievements and recorded their developmental progress. There was photographic evidence, which was shared with parents, of the wide range of activities that children accessed. These showed the depth and sustained nature of play which some children took part in.

Children experienced a sociable lunchtime with peers that was unhurried and relaxed. The childminder ate with children to ensure their safety and enhanced their social experience. Children were promoted to be independent during mealtimes and praised appropriately throughout. Further opportunities to develop children's experience could include helping to set the table or clearing away the utensils.

Children were actively included in creating their lunches on 'pizza days.' This included children choosing toppings for their pizza, creating shopping list, shopping for ingredients and then cooking their own pizza, developing skills for life. One parent told us "Kayleigh encourages the children to be independent but is also kind, caring and supportive of the children's needs and ability's."

Children's emotional wellbeing and security is developed through safe and sensitive sleep routines. The childminder recognised when children appeared to be tired and offered them space to sleep and rest when needed, which also reflected families' wishes and children routines.

Clear policies and procedures were in place to protect children from harm. The childminder understood the role they played in keeping children safe. The childminder had undertaken child protection training and were confident in the procedures they would follow should they have any concerns about a child. The childminder ensured the assistant was aware of child protection policy and procedures. We discussed with the childminder how training for the assistant would further support this.

Quality Indicator: 1.3 Play and learning

The childminder had a good understanding of child development, which meant experiences and play were based on children development and individual learning needs. Children were actively involved in leading their play, ensuring a true child centred approach was embedded within the service. One parent told us "She ensures the children have choices in their activities and that their voices are heard. I feel happy and confident leaving my child within Kayleigh's care and know she is going to be safe and happy."

Children benefitted from a range of planned and spontaneous experiences that promoted their interest and developed their choice and independence. We asked the childminder to consider how these are documented to ensure children's voice is clearly documented.

A wide variety of experiences such as trips to the forest, parks and local playgroup, were offered. These were linked to best practice wellbeing indicators. Experiences were well considered for the different ages and stages of children and the childminder used creative approaches to successfully engage children's imagination and enrich their play and learning.

We observed sensitive and supportive interactions, which were appropriate to the age and stage of development and supported children's play and learning. Children were supported to engage in a variety of play experiences that developed their skills in language, literacy and numeracy. For example, when exploring water outdoors, good use of language was used, with discussion about texture, volume, weight of materials and the sound the water made when hitting the metal tubs.

Outdoor play was a strong feature of the setting, with children participating in a range of experiential learning within their outdoor environment. A wide variety of loose parts based in garden supporting children curiosity and creativity.

Children were happy and engaged. A parent told us "The childminder provides a range of activities throughout the day which are tailored specifically to their development and they have great fun at the same time." These types of interactions and activities promoted children's curiosity and consolidated learning through fun experiences.

Children's play and learning was enhanced through strong connections to their local community and the wider community around them. For example, visits to the local woodland areas and hillwalking, these opportunities supported children to learn about the natural world around them. The service plans to further develop this by creating a forest school, which we agree would further support positive outcomes for children.

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 warm, welcoming and homely environment was provided for children, to take part in a wide range of play experiences. The childminder's home was relaxed and safe for the children to explore and play, helping them feel secure and comfortable. Parents told us "the home is always clean and presentable" and "I feel the environment has lots of stimulation, fun and learning."

The setting benefitted from lots of natural light and ventilation. Bio folding doors, created an indoor / outdoor feeling, where children could move freely between both spaces. The childminder had thought carefully about where furniture was placed so children could have spaces to relax, spaces to play with friends and spaces to be messy. There was a good balance between resources for older children and younger children, while also considering their needs and interest.

The rooms were well organised and had large sofas and tepees for children to relax and feel safe, supporting their emotional wellbeing. Children were able to move freely and confidently around the space. Easy and safe access to toys and materials such as books, construction toys, sensory objects and arts and craft materials supported children's choice and interests. The environment gave children the message that they mattered and their needs and interest were respected. We discussed with the childminder how this could be further enhanced to create an enabling environment. for younger children.

The childminder had made the transition to more natural open ended play resources, which promoted children's curiosity, imagination and creativity. The childminder should continue to embed this approach.

A parent told us "I especially love how Kayleigh make a conscious effort for child led play and exploration of new environments" and we agreed. Outdoor play and learning were a priority for the service and good use was made of the garden and a wide range of parks, woodland spaces as well as occasional hill walks. The childminder told us that children enjoyed being outdoors in all weathers, thus supporting them to maintain a healthy lifestyle. Another parent told us "I feel my daughter is happy and stimulated within the setting and activities produced. She enjoys her outdoor activities and visiting beaches, libraries and shops."

The secure garden had been furnished to a high standard, providing a wide range of learning opportunities to promote a variety of skills, curiosity and imagination, including a well resource mud kitchen, water play, block play and other sensory opportunities. The childminder had plans to develop this further.

Detailed risk assessments and maintenance plans in place to ensure high quality facilities and safety of all children. One parent told us "The home is always clean and presentable and she uses risk assessments for ensuring the reduction of infections."

The childminder's home was clean and infection prevention control measures were in place. We asked the childminder to review the good practice for nappy changing facilities. For example, to ensure they are following guidance for how supplies, if being stored, should be stored.

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 had a clear vision for their service and was motivated to ensure the continuous improvement of the service to support positive outcomes for children and families of the children they cared for.

Trusting and positive relationships with families were embedded. A parent told us "Communication is of a high standard and I feel happy to express any concerns speak to Kayleigh. She is approachable and I believe she would treat everything with the greatest of confidentiality" and "the way Kayleigh made us feel when we met and how they were able to welcome us and explain the service and how they would treat our child, was just great."

The childminder understood the importance of working in partnership with parents to ensure positive outcomes for children they cared for. Two-way communication to support parent participation was embedded. Methods such as phone calls and text messages, photos, questionnaires and face-to-face discussions helped the childminder to maintain clear and effective communication as an important part of delivering a high-quality service.

The childminder actively encouraged parents and children to contribute to the service by sharing their ideas. Parents told us they were listened to and their suggestions were valued which meant that families felt included within the service.

The childminders' service was centred around listening to children and taking their lead, valuing their thoughts and feelings. The childminder had developed floorbooks for recording children's suggestions, along with regularly consulting with children about their likes/dislikes and anything they would like to change within the setting. One parent told us "The setting is also adaptable to my daughter she has choices in her day to day activities and I feel she has a voice that is listened too."

High-quality play and fun were at the heart of all service planning. This meant that children were receiving support that was right for them and their needs were being met. Parents recognised this and told us "I believe Kayleigh is an asset to the health and social care sector. She shows a commitment of ensuring all the children in her setting are happy, well rounded individuals and promotes their health and well-being daily" and "activities are child led and my child has choices each day."

The childminder had developed a range of policy and procedures, these were shared with parents, so they knew what to expect from the service. The childminder should continue to review these regularly to ensure they remain inline with current legislation and practice.

The childminder was aware of "A quality framework for day-care of children, childminding and school aged children." They should continue to further embed this document within their evaluation process.

The childminder had a clear vision for their service. We discussed developing an improvement plan, where they could identify areas to improve within the service. This should include evidence that clearly documents their progress and development.

The childminder was reflective in their practice and used good practice documents to support this process. For example, a loose parts toolkit had been used to develop loose part play and in using materials that otherwise may have been discarded. Both childminders had engaged in a range of training, which was recorded within their profiles. We have suggested that the childminder should now record post training evaluations to include a reflection of learning. Reflections of learning would enable the childminder to revisit and reflect on how learning opportunities have supported them to develop their practice, support children's wellbeing or further enhance children's outcomes.

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

Both the childminder and the assistant worked well together to support positive outcomes for children and families. This included providing a warm, nurturing and welcoming environment for children. Parents spoke warmly of them both and the positive experiences their children have within the service. Parents told us "I love how personable they are and the service they provide" and "My girl is looked after as if she is part of their family."

Both childminders knew the children well. During the inspection we observed how they adjusted their roles to meet the needs of the children. Effective communication skills were used between the childminder and the assistant to ensure smooth transitions throughout the day whilst also ensuring children's needs were being met. For example, both childminders sat alongside children while they were eating, supporting children's lunchtime experience, independence and safe eating.

There was a positive ethos within the service. Both the childminder and the assistant have skills and knowledge that supported children and their families and helped to ensure children received positive experiences. The childminders worked well together and shared roles effectively. They ensured there was always appropriate supervision in place.

Daily tasks were carried out with minimal impact on children's experiences and interactions with children remained a priority. This contributed to creating a positive environment for children to play and learn.

Both childminders were very committed to enhancing their professional skills and knowledge. Good practice reflections and up-to-date knowledge was extended through membership of the Scottish Childminding Association (SCMA). Training related to areas of practice such as first aid, child protection and autism awareness had taken place. Peer reflections and support was also gained from ongoing discussion between the childminders. This offered opportunities to discuss practice and training to enhance positive outcomes 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

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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