

Burns, Fiona Child Minding

Kilbirnie

Type of inspection:
Unannounced

Completed on:
27 July 2023

Service provided by:
Fiona Burns

Service provider number:
SP2007965745

Service no:
CS2007155815

About the service

The childminder provides a childminding service from her home in Kilbirnie. The downstairs areas of the property is used for the purpose of childminding and includes a living room, kitchen/dining area and the fully enclosed garden. The children have access to an upstairs toilet.

The service is registered to provide a childminding service to care for a maximum of six children at any one time under the age of 16. Numbers are inclusive of the children in the childminder's family. The service is close to local parks, shops and other amenities.

About the inspection

This was an unannounced inspection which took place on 24 July 23 between 11:30 and 14:00. 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 10 people using the service
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents

Key messages

- Children experienced warmth, caring nurturing approaches to support their overall wellbeing and were supported throughout their daily experiences.
- The childminder placed the needs and interests of the children at the centre of their play and learning.
- The setting's indoor and outdoor environments were developmentally appropriate spaces for children of all ages.
- The childminder promoted and sustained a shared vision for the setting which reflected the aspirations of children and families.
- Effective self evaluation processes were in place which supported the childminder to inform practice and make improvements set out within an improvement plan.
- The childminder made good use of professional development opportunities linked directly to enhanced 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.

1.1 Nurturing care and support

Children experienced warm, caring nurturing approaches to support their overall wellbeing and were supported throughout their daily experiences.

Children were confident in sharing their experiences and achievements with the others. The childminder intervened appropriately to support children where required and offered praise and encouragement. For example, a child had recently learned to tie their laces and they were enthusiastic to show the childminder and their friends when putting their shoes on to go outdoors. The childminder and others offered praise and the child commented: "I can put that in my achievements book."

The childminder had created a home from home environment with a positive ethos where everyone matters and was treated as an individual. The childminder had built up good positive relationships with warm, caring and respectful interactions with children and families. The childminder's own child described the other children as their "brothers and sisters". One parent commented: "It is a welcoming and caring environment that feels like an extension of family for my child".

The childminder knew the children well and was able to listen and respond to them offering challenge and progression in their learning. They supported children playing indoors and outdoors. For example, the childminder supported a child who wanted to remain indoors and make a scavenger hunt as well as overseeing and supporting the children playing outdoors. The childminder used appropriate suggestions and input to develop the children's creative thinking and problem solving and keep the experiences interesting and challenging. This ensured all children could choose where they played and were safe.

The childminder was responsive to children's routines and enabled the older children to influence the pace and structure of the day. This prevented disruptions in children's play and enabled them to take ownership. One parent commented: "The care (the childminder) gives my child is second to none."

Children were included in the overall meal and snack experience and were able to eat in a relaxed unhurried atmosphere. They were encouraged to be independent as they developed their skills in preparing foods enabling them to develop skills for lifelong learning. The childminder consulted with the children regarding what healthy snacks and lunches they would like, they had fun as they made up names for the foods they were preparing. This enabled the children to develop confidence and ensured a caring and positive social experience.

Appropriate infection prevention control procedures were followed and the childminder and children washed their hands at appropriate time, such as, mealtimes.

Children's individual wellbeing benefitted from the effective use of Personal Planning. Personal plans were linked to the wellbeing indicators, safe, healthy, nurtured, achieving, active, included, respected and responsible. This enabled the childminder to meet children's individual needs and ensured they received the right support at the right time.

The childminder ensured effective communication with parents and promoted consistency and continuity of care. For example, a child had recently learned to walk, the childminder kept open communication with the child's parent regarding their progress in this and how they were supporting them. This ensured the child received the right support at the right time with a consistent approach.

The childminder worked proactively to identify next steps to challenge children's learning. These were displayed for parents and used by the childminder as an overview for them to revisit ensuring they were providing depth and progression in children's learning. This information was used by the childminder to ensure positive outcomes for children and enhance learning and development while working in partnership with parents.

Where children required medication appropriate procedures were followed and all relevant information was included on medication forms. This ensured children were kept safe and their individual health needs were being met.

The childminder supported children well and regularly took part in smoke alarm checks familiarising children with the sound and process of evacuation in the event of a fire. This enabled the childminder to highlight areas where children may require support, enabling children to feel confident in the safe evacuation.

1.3 Play and Learning

Creative approaches successfully engaged children's imaginations and enriched their play and learning. For example, a child was making a marble run with marbles and loose parts. This was an extension of learning from a previous experience. The childminder used open ended questions to support the child when they asked for support in problem solving. The childminder provided challenge by discussing their previous experiences where they had placed a metal resource at the bottom in order for the marble to make a noise when it came out of the bottom. Visuals of structures were displayed to develop children's creativity and imaginations within this experience.

The childminder placed the needs and interests of the children at the centre of their play and learning. They supported children's current interests and curiosities to promote their learning and development. For example, a child had an interest in animals and was able to explore animals in imaginative play. Children then implemented loose parts to develop a zoo where each animal had an enclosure, they then made a gift shop as part of the zoo. One parent commented: "Children's interests are always catered for."

There was a balance of planned and spontaneous experiences which promoted children's choice and independence. Children could choose to engage in an area or with a resource of their choice. The childminder intervened appropriately to enhance learning and development. One parent commented that the childminder "is fabulous at providing the children with games that stimulate their imagination and utilise and highlight their natural skills in different areas such as building, arts and crafts, reading, nurture, etc etc."

Children were able to make informed choices about leading their play and learning within a stimulating, challenging, creative setting. For example, children chose to go outdoors and engage in loose parts play and had the opportunity to do so. This enabled children to develop their confidence and independence as they engaged in experiences of their choice.

Play experiences developed children's skills in language, literacy and numeracy. Children had the opportunity to develop their skills in these both indoors and outdoors. For example, the children played table tennis outdoors and were able to keep tally marks of points on a board. The children could also access a range of books and mark making resources within both areas.

Planning approaches were child centred and responsive to children's interests and life experiences. As a result, children were progressing well, and were happy and confident. Children were encouraged to have fun while they engaged in experiences. One parent commented: "My child always enjoys their days and tells me what they have done that day and about their friends at (the childminder's)."

Children's opportunities for play and learning were enhanced through strong connections to their own and wider communities. They took part in regular outings and got together with other families to engage in scavenger hunts, building up positive relationships with others within the community.

How good is our setting?

5 - Very Good

2.2 Children experience high quality facilities

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.

The setting was well furnished, comfortable and homely. This enabled children to experience a home-to-home environment in which they were confident accessing. One parent commented that the childminder "is like a home from home setting. My children love going and always thoroughly enjoy their day."

The setting's indoor and outdoor environments were developmentally appropriate spaces. The children had free flow access to a well set up outdoor area which took account of all children's stages of development and learning. The outdoor area offered inviting and stimulating play spaces. This ensured all children's individual needs were being met. One parent commented: "There is plenty to keep my child occupied in (the childminder's) for example the mud kitchen. They love outdoors so it's great (the childminder) has so many activities within the garden."

The setting gave a strong message that children matter with artwork and achievements displayed. This enabled children to feel valued and respected.

The childminder worked well to identify and minimise risks to children. Effective use of risk assessments supported in keeping children safe. The outdoor area provided children with a stimulating, inviting closed space, however, one side of the neighbouring fence was lower than that of the others. The childminder kept children safe while exploring outdoors by ensuring they were supervised at all times and mitigations were put in place to keep the area secure. The childminder will continue to risk assess this and ensure children are safe and accounted for at all times. This ensured children's experiences were not compromised and they were supported to enjoy challenging, fun play experiences.

Resources were well maintained and accessible for children and an effective cleaning schedule was in place ensuring the areas and resources were clean and safe for children to use. Infection prevention control and food safety practices provided high levels of safety for children.

All aspects of security were recognised including the storage of confidential records and information. Appropriate systems were in place to manage electronic information in line with General Data Protection Regulation (GDPR).

The childminder acknowledged the need for regular maintenance and ensured there were appropriate measures in place to maintain and repair areas within the setting, equipment and vehicles. These were consistently implemented ensuring the environment and all aspects were safe for children. For example, the childminder had logged checks relating to the boiler and fridge temperatures regularly.

How good is our leadership?

5 - Very Good

3.1 Quality Assurance and Improvements are well led

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.

The childminder promoted and sustained a shared vision for the setting which reflected the aspirations of children and families. They had issued questionnaires to parents evaluating aspects of the service and had consulted with children regarding aspects of their learning. This provided meaningful evaluations leading to improved outcomes for all.

There was an effective improvement plan in place detailing realistic actions to be taken. This related to the key questions and quality indicators within 'A quality framework for daycare of children, childminding and school-aged childcare'. The childminder had highlighted actions taken and any to be incorporated into further improvement plans. This ensured a consistent approach and commitment to making improvements within the service.

The childminder had created conditions where all people felt confident to initiate well-informed change. For example, they had recently changed the way they issued questionnaires to parents to gain a more accurate evaluation of the service provided.

The childminder used self-evaluation to deliver quality care and support tailored towards children and families as they identified areas for improvement providing better outcomes for children. Through self-evaluation the childminder was able to respond to children's needs and implement experiences to build up children's skills and knowledge. For example, the childminder had identified encouraging older children to help prepare meals and build up their life skills. This was evident in practice throughout the inspection and children were confident in sharing their skills and learning.

There was evidence of consultations with children in the development of the outdoor area. The children had developed the summer house outdoors. These consultations and children's ideas were recorded within a floor book. Children had taken ownership in this and were able to develop their ideas and opinions making the environment individual to them. One parent commented: "Our childminder is always investing and adapting her home and garden to adapt to the needs and interests of the children."

There was an effective self evaluation system in place to support improvements. The childminder was able to talk confidently about changes and improvements relating to their improvement plan. The childminder reflected well on practice and used these reflections to bring about positive changes to outcomes for children and families.

How good is our staff team?

5 - Very Good

4.1 Staff skills, knowledge and values

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.

The childminder had built up good positive relationships with children and families and the children were confident, safe and secure within the setting.

Professional learning was well planned, reviewed and matched identified needs. For example, the childminder took part in regular training and had recently completed a professional development award. This enabled them to enhance and develop their skills and provide the best possible outcomes for children. The childminder used reflective accounts to record and evaluate what impact their learning and development would have on practice. This also supported the childminder to identify any further action to be taken to provide better opportunities and outcomes as they used supporting documents, such as, Realising the Ambition to support and inform practice.

The childminder chairs the local childminding group where they meet regularly at the local community centre. This provided opportunities to hold professional discussions and use these to inform practice. Children also attend these meetings providing opportunities to engage with less familiar children and build relationships.

The childminder ensured consistency and continuity of care to support children in their care. For example, they worked alongside another setting a child attended within the local authority to ensure they were working to the same strategies and outcomes. This ensured the child received the right support at the right time while being cared for consistently.

Information was shared effectively with parents as the childminder issued a handbook, seasonal newsletter and had a notice board at the entrance to the setting. This ensured parents received up to date relevant information.

The childminder recognised the importance of nurturing, warm, responsive attachments and interactions. They used skilled interactions to promote children's confidence and had a positive influence on their lives. They had built up positive relationships with children and families and interacted in a sensitive, responsive and stimulating way. This enabled the childminder to have time to support, listen and respond to children. This enabled children to feel safe and promoted curiosity, independence and confidence. One parent commented: "It is a great family orientated environment to cater for all childminding ages."

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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