

Gold Star Daycare Child Minding

Hamilton

Type of inspection:
Announced (short notice)

Completed on:
21 July 2023

Service provided by:
Zara-Jayne Hill

Service provider number:
SP2013984875

Service no:
CS2013317206

About the service

Gold Star Daycare is provided from the childminder's home in the residential area of Hamilton, South Lanarkshire. The childminder is registered to provide a care service to a maximum of six children at any one time up to 16 years of age.

Children are cared for on both levels of the property which includes a playroom, kitchen and dining area, living room, bathroom, sleep room and garden. The service is located close to local parks, amenities and primary schools.

About the inspection

This was a short notice announced inspection which took place on Wednesday 19 July 2023 between 10:20 and 12:55. Feedback was provided on Friday 21 July 2023. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Spoke with five people using the service and six families
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents.

Key messages

- The childminder was committed to improving outcomes for children through ongoing training and keeping up to date with good practice.
- Trusting and responsive relationships were formed between the childminder, children and their families.
- Opportunities to play and learn in the local and wider community provided children the chance to experience risky play, challenge and to build a sense of wonder about the world.
- The childminder had created a stimulating, fun and interesting environment for children to explore.

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

Interactions were caring and nurturing. The childminder was respectful of children and spoke in a warm and positive manner. For example, one child was very clear in expressing their needs and wants. The childminder was skilful in responding and was able to support and engage the child in experiences and activities. The child responded warmly to the childminder's attention and care.

Good practice guidance was referred to when planning meals and snacks for children. A variety of options were available such as sandwiches, fruits, vegetables and hot meals. Water was available for children and they were encouraged to stay hydrated which was supporting their health and wellbeing. The childminder sat with children during mealtimes and used this an opportunity to chat, connect with children and build bonds.

Effective systems were in place to support children's personal care needs relating to nappy changing, rest and sleep times. There were opportunities for children to relax, snuggle and rest throughout the day. A parent told us "The childminder has a nurturing approach and creates a warm and secure environment" and another said, "My youngest child attended from four months old and the childminder has always ensured that they had a comfortable place to nap during the day".

The childminder was aware of the individual needs of children and responded to these appropriately. For example, where additional supports needs were identified the childminder was working proactively with children and families to implement strategies and appropriate next steps. Parents agreed and told us that the childminder "Gives children with additional support needs the opportunity to thrive through support" and was "Endlessly patient, attentive and supportive of all children's wellbeing".

Information about children such as their likes, interests and wellbeing were used to inform personal plans. All children had a personal plan in place that helped to progress their individual needs and interests. Good practice guidance Getting It Right for Every Child (GIRFEC) was used to improve outcomes for children as part of this. Parents felt fully involved in the personal planning process and said the childminder "Understands my child's unique needs, interests, preferences and tailors' activities, learning and interactions" and was "Committed to incorporating educational elements within playtime and ensures my children are consistently learning and growing".

Appropriate systems were in place that supported the childminder to effectively manage medication, accidents and incidents in a consistent way. This helped to ensure positive outcomes for children.

1.3 Play and learning

Children were engaged, curious and active in their play. The childminder supported and extended learning individually for children. For example, when children were playing with sensory foam outdoors the childminder skilfully provided input for the experience at three different levels to suit the needs of the four children involved.

Children's interests and fun were at the heart of the childminder's approach to play and learning.

There was a wide variety of toys and materials to support children's interests. These were easily accessible for children. Toys indoors included ride on toys, imaginative small world buildings and figures, books, a cosy corner and games. One child told us "I like music and going to the park" and another said, "The childminder has lots of fun things to play with and helps me learn".

Children's opportunities for play and learning were varied and enhanced through learning in the local and wider community. A parent told us "Music classes, football, art and crafts, reading and learning as well as outdoor learning adventures the childminder is truly a rare find and an amazing support for any parent on this journey". These experiences helped spark children's curiosity and imagination and offered them challenging and stimulating learning.

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.

The childminder had created a warm and inviting space for children to play, learn and relax. A parent told us "The childminder has gone above and beyond transforming their own home. My child loves going and enjoys the garden activities". Children had access to a playroom, living room, kitchen, upstairs bathroom and a room for sleep and rest. The environment was clean, bright and well ventilated.

Appropriate procedures and practices were in place to support the prevention and control of infection. The childminder supported children to understand the need to prevent the spread of infection. For example, the use of an apron and gloves for nappy changing and embedded hand washing before and after mealtimes and after outdoor play.

The childminder shared a wide variety of policies with parents through an online app. Policies were reviewed on an ongoing basis and covered areas such as water safety when swimming, toileting, additional support needs, social media and safe sleeping. These policies and procedures helped to ensure consistent approaches.

The rear garden provided children with a space to explore large physical and imaginative play. The space was completely dedicated to play areas for children and included equipment such as a slide, playhouse, balls, car track and sensory trays. The garden was well kept, equipment and toys were clean and in a good state of repair. The childminder had plans to further develop an area of the garden for children to use. We signposted the childminder to the relevant Care Inspectorate guidance to ensure the additional space was registered as part of the service before use. The relevant application was submitted before the inspection concluded.

The childminder assessed risk throughout the day and supported children to understand how to keep themselves safe. We spoke about the importance of daily environment checks and the childminder agreed. Parents told us the childminder had "Created a safe but homely setting". Measures in place supported keeping children safe and secure such as a secure entry system and safety mats for risky and challenging play outdoors.

Appropriate systems were in place to manage information in line with general data protection requirements. The childminder sought permission from parents for various reasons such as trips and outings, transporting children and online information sharing. The childminder was registered with the Information Commissioner's Office.

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.

The childminder reflected and self-evaluated the service using good practice guidance A Quality Framework for Daycare of Children, Childminding and School-Aged Childcare. For example, they had taken part in training about reflective practice in the early years and equity and inclusion. A parent told us "The childminder is very knowledgeable and I am also aware keeps themselves refreshed with training" and "I am confident that the childminder has the appropriate skills, knowledge and experience". This ensured the childminder was able to deliver high quality care and support tailored towards children's and families' particular needs and choices.

The childminder had clear and effective communication in place with families. A range of methods were used to share and gather information such as an online app for families, daily chats, and the sharing of progress updates and photos. This meant children and families were receiving support that was right for them.

Trusting and respectful relationships with families were established and helped to meet children's needs. Parents valued this and found the childminder to have a "Personal bond while still maintaining such a professional structure". Another parent agreed and told us "My child has an abundant amount of respect for the childminder (as do I) and that is due to the respect they give them with kindness and direction". This helped to show that the setting reflected the aspirations families had for their children.

Parents appreciated the flexible and strong leadership they experienced with the childminder. They told us "The childminder has been flexible with hours; this makes a big difference to my working day" and "I receive daily communications on my child's day. I receive information on my child's progress, activities, and any concerns or milestones". This supported the childminder's confidence in their capacity to support children and families to reach their full potential.

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.

A parent told us "My children seem to be happy and content from their reactions to seeing the childminder and when they discuss their day with me at home". The childminder knew how important nurturing and responsive attachments were.

Trusting relationships with children were responsive to children's needs and requests. Children were at ease around the childminder. They were comfortable and confident in expressing their feelings and ideas and knew they could approach the childminder to have their needs met.

The childminder had a firm knowledge of how children develop and how to support high quality play and learning. They had taken part in ongoing training opportunities in subjects such as autism awareness, paediatric first aid, food hygiene and STEM (science, technology, engineering and mathematics). This skilled approach was reflective of the consistent quality engagement with children observed.

The childminder gave a satisfactory account of their roles and responsibilities in relation to child protection and recent training had taken place. This was contributing to keeping children safe.

The childminder was very committed to continuous improvement. Families felt this commitment and told us "Couldn't ask for a better childminder". Up-to-date knowledge and reflection on good practice was supporting high quality learning and care. This ensured outcomes for children were enhanced and the service was continuing to improve.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The childminder should continue to develop the use of personal plans to show how children's health, wellbeing and safety needs are being supported. She should ensure all care plans are reviewed at the request of the service user or if there is any significant change to a child's individual needs. In line with legislation, they need to be reviewed at least once in every six-month period.

National Care Standards - Early Education and Childcare up to the age of 16. Standard 3.1 - Health and Well-being.

This area for improvement was made on 25 February 2017.

Action taken since then

Personal plans were being used to show how children's health, wellbeing and safety needs were being supported. The childminder was completing reviews of children's personal plans on a regular basis. These were shared with families. This area for improvement was addressed.

Previous area for improvement 2

The childminder should access training or show how she is keeping up to date with current best practice. This should include GIRFEC, the SHANARRI well-being indicators and child protection.

National Care Standards, Early Education and Childcare up to the age of 16 - Standard 12.2: Confidence in staff

This area for improvement was made on 25 February 2017.

Action taken since then

The childminder had been keeping up to date with current best practice. Regular training included a focus around GIRFEC well-being indicators and child protection. This area for improvement was addressed.

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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