

# Port, Stacey Child Minding

Wishaw

**Type of inspection:**  
Unannounced

**Completed on:**  
21 August 2023

**Service provided by:**

**Service provider number:**  
SP2008971325

**Service no:**  
CS2008183584

## About the service

Stacey Port provides a childminding service from their property in a quiet residential area of Wishaw, North Lanarkshire. The childminder is registered to provide a care service for a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of the childminder's own children.

The service is close to local primary schools, shops, parks and other amenities. Children are cared for in a dedicated playroom, with use of downstairs toilet facilities. Children also have access to an enclosed rear garden.

## About the inspection

This was an unannounced which took place on 21 August 2023 between 10:15 and 13:00. 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 children using the service and received feedback from six of their family members
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

- The childminder used caring and nurturing interactions helping children feel loved, safe and secure.
- Children had opportunities to be outdoors every day which supported their wellbeing.
- Information within personal plans supported the childminder to meet children's needs. We suggested minor changes to ensure children's dislikes and sleep routines were recorded.
- Children were encouraged to share their views, ideas and wishes helping to feel valued and that they matter.
- Children benefited from a wide range of play experiences which were child led and met their needs and interests.
- The childminder was committed to developing their professional knowledge.

## 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

### Quality Indicator 1.1: Nurturing care and support.

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.

Children were happy and settled in the care of the childminder and their wellbeing was supported with nurturing and responsive interactions to meet their needs. For example, the childminder used a soft tone of voice and knew when young children and babies were hungry or tired. Cuddles were offered or gentle rocking to help soothe them to sleep. This helped them feel loved, safe and secure. One parent told us "I honestly cannot fault [the childminder]. I've been really glad I found her to look after my [child]. "

The childminder considered children's routines and demonstrated a good understanding of when they may need additional support. For example, by offering settling in periods and recognising children may need support after holiday periods. Regular communication with parents helped establish care that was reflected and supportive of home routines. This helped provide consistency for children. One parent told us "I like that [the childminder] sends daily photos directly to me and how she has a little notebook that they send home with naps time and what they have eaten. It helps put my mind at ease seeing them having a blast at [the childminders]."

All children had personal plans in place that gathered important information to help meet their needs. For example, health needs, emergency contacts and feeding routines. The childminder had developed ways for older children to express their own views and ideas by sharing their likes and preferences for activities. This supported them to feel valued. We discussed that personal plans could be further enhanced by including children's dislikes and ensuring information in relation to sleep patterns were recorded.

Meals and snacks were provided by the childminder which were nutritious and met children's preferences. For example, sandwiches, soups, pasta and a variety of fruit. Water was available throughout the day to help ensure they stayed hydrated.

To help keep children safe, the childminder was aware of safe sleeping practices. Young babies slept in flat backed prams or Moses baskets, whilst travel cots were available for older children to rest and sleep.

Children's personal care routines were carried out in response to their needs. For example, nappy changing. The childminder considered children's privacy and dignity by ensuring they used a more private space if other children were present.

Whilst no children currently required mediation, we reviewed the procedures and paperwork in place. We were satisfied that this was in line with good practice guidance.

### Quality indicator 1.3 Play and Learning.

Children had access to a wide range of toys and materials that were easily accessible which supported them to make choices to lead their own play. The childminder had a good understanding of individual preferences and often replenished play materials to meet their needs. One parent told us there were "lots of fun, educational and safe things for the kids to do."

The childminder provided a balance of adult led and child led experiences to help children progress in their learning. They had developed skills and knowledge about supporting children through play by attending online training courses. This supported them to provide high quality play experiences meeting their stage of development. For example, painting, exploration with sensory bottles and exploring with cardboard tubes. We discussed that extending this type of play, with open ended resources, would further extend children's play and learning.

One child had fun dropping and rolling balls and throwing them in a basket. They were able to repeat this and make discoveries about what happened if balls were different sizes and weights. The childminder had a very good understanding of child development and knowledge of 'schemas'. This is when children repeat actions or behaviours when playing, which support them make connection in their brains. This supported children to learn at their own pace and find out how things work.

Older children that attended after school were consulted about what they wanted to do which respected their preferences. The childminder told us they prefer visiting the local parks, playing with the babies outside and doing arts and crafts activities. Each child had their own boxes with mark making materials which they could access easily and provided them a sense of belonging. One parent told us "[the childminder] is always so accommodating and my child, absolutely loves going to their house after school. They always come home with different drawings and telling me all the fun activities they get up to."

Children benefitted from daily access to outdoors. For example, walks in the local area, playing in the garden or visits to the park. This offered opportunities that supported their wellbeing and physical development.

Children's literacy development was supported through good role modelling of language, and mark making opportunities. In addition, visits to 'Bookbug', song and story sessions within the community, helped nurture children's speech and language development.

## How good is our setting?

**5 - Very Good**

### Quality Indicator 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.

Children were cared for in a dedicated playroom and the large enclosed back garden. Play spaces were clean, welcoming and well-maintained. One parent told us "It's always clean, tidy and very welcoming."

Toys and play materials met children's stage of development and were easily accessible. For example, cars, puzzles, musical toys, dolls and prams, Lego, and arts and crafts. Materials were in good condition, supporting children to feel like they matter. Individual folders for storing art work were on the wall and children's drawings were displayed, promoting a sense of belonging. We discussed that consideration could be given to storing some of the resources in another area to help create more space for play.

Play spaces available were flexible to meet children interests. We observed spaces being used for physical play and exploration of toys which supported their freedom of movement. Baby bouncers and Moses baskets were available for babies, which provided safe places to rest and relax. We discussed that consideration could be given to adding a rug to the playroom, that could be easily removed if required, to help create a cosy area for children if they wished to relax or lie on the floor when playing.

To help ensure children were protected from harm, risks were considered throughout the setting and measures were put in place to keep children safe. This included internal doors remaining closed, a secure front door, safety gates in place to help ensure pet dogs could not access the playroom and good supervision.

We were satisfied that the service had appropriate infection control measures in place to support a safe environment for children. For example, good hand washing procedures and use of aprons and gloves for nappy changing procedures.

## How good is our leadership?

**5 - Very Good**

**Quality Indicator 3.1: Quality assurance and improvement 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 had a clear vision to provide a happy, safe and warm environment where all children, and their families felt welcome. Parents commented positively told us how supportive and understanding the childminder was of individual needs and circumstances.

Families were encouraged to provide feedback to the service through a variety of methods for example, text messages, informal discussion and questionnaires for parents and children. One child said 'I love everything at [the childminders]'. Families agreed they were involved in a meaningful way to help develop the setting, which helped promote positive outcomes for children. This helped ensure families views were respected helping them feel valued.

The childminder had made meaningful use of the Care Inspectorate document 'A Quality Framework for daycare of children, childminding and school-aged children' to support with self-evaluation of the service. This led to positive changes to improve outcomes for children. For example, the garden area was improved by creating a play area with artificial grass and older children were consulted about their ideas for play, which led to individual projects which supported their learning. The childminder should continue to reflect on practice to create a strong ethos of continuous improvement to support high quality care and play for children.

## How good is our staff team?

**5 - Very Good**

**Quality Indicator: 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 provided a warm and caring service for children. Children's needs and stage of development, were considered prior to them starting and careful consideration was given to school drop off or pick up's to ensure this was manageable. This helped ensure the childminder could provide a quality service which met children's varied needs. One parent told us "[the childminder] is always there for myself and my child when we need her. They are never late and never lets us down. They are so good to all the children and never leaves anyone out"

The childminder demonstrated a commitment to developing their skills and knowledge and regularly participated in a variety of online training courses which supported them in their role to care for children. For example, sensory play, language development, outside play and physical development. Other training had also been recently undertaken to help keep children safe. For example, child protection, paediatric first aid and food hygiene. This supported the childminder to keep abreast of current best practice and make relevant changes and improvements when required. One parent told us "[the childminder] is always on the ball and keeping parents up to date on everything they are doing."

The childminder was registered with the Scottish Childminding Association (SCMA). This provided them with support and advice in the delivery of their service.

The childminder valued parents views and had built positive relationships which ensured positive outcomes for children. Parents overall, agreed they were very happy with the service and care provided for their child. One parent commented " they are best childminder we have met, and we have found a life long friend. Their understanding, compassion and empathy are second to none."

## 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

Review and update medication policy and record keeping in line with best practice.

National Care Standards for Early education and Childcare up to age 16. Standard 3: Health and Wellbeing

**This area for improvement was made on 23 August 2017.**

#### Action taken since then

We reviewed the medication policy and record keeping in place. We were satisfied this was in line with best practice guidance. Therefore, this area for improvement has been met.

## Previous area for improvement 2

The childminder should review and update her nappy changing procedures in line with best practice guidance.

National Care Standards for Early Education and Childcare up to age 16. Standard 2: A Safe Environment

**This area for improvement was made on 23 August 2017.**

### Action taken since then

We reviewed nappy changing procedures and we were satisfied this was in line with best practice guidance. This included the use of disposable gloves and aprons when changing children. Therefore, this area for improvement has been met.

## Previous area for improvement 3

The childminder should complete all paperwork requested by the Care Inspectorate.

National Care Standards for Early Education and Childcare up to age 16. Standard 14: Management and Leadership

**This area for improvement was made on 23 August 2017.**

### Action taken since then

The childminder submitted their self assessment when requested and their annual return was completed and submitted on time. Therefore, this area for improvement has been met.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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