

Barr, Yvonne Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
23 August 2023

Service provided by:
Yvonne Barr

Service provider number:
SP2003903802

Service no:
CS2003006475

About the service

Yvonne Barr provides a childminding service from their home, which is a semi-detached house within the Burnside area of South Lanarkshire. The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16 years, of whom a maximum of six are under the age of 16, of whom six will be under 12 years, 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 children of the childminder's family.

The childminder is in partnership with South Lanarkshire Council to deliver early learning and childcare to children aged three to five years.

The service is close to local nurseries, schools, shops, parks and other amenities. The children are cared for in the designated play room, which has its own toilet facilities and direct access to the fully enclosed garden at the rear of the house. Children also make use of the dining kitchen to help the childminder prepare food and other activities that promote life skills.

About the inspection

This was an unannounced inspection which took place on Wednesday 23 August 2023 between 12:45 and 14:45. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with the childminder about the service they provided and observed the three minded children in their play
- observed practice including the interactions between the childminder and minded children
- walked around areas of the home used by minded children, looking at resources available and the use of space
- reviewed documents related to the service
- spoke to one parent and reviewed feedback from three others whose children attended the service.

Key messages

- Child led practice through actively listening to children was a major strength of the service. Meaningful communication with both children and their parents ensured children's individual needs were exceptionally well supported and respected.
- Children were supported to feel safe and secure as the childminder had built respectful and nurturing relationships with them.
- Children played outdoors every day, either in the garden or using local facilities, which promoted their health and wellbeing.
- The childminder was highly knowledgeable about aspects of their service that required improvement.
- The childminder was committed to their professional development and was proactive in seeking out training that would support positive 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?	6 - Excellent
How good is our setting?	6 - Excellent
How good is our leadership?	6 - Excellent
How good is our staff team?	6 - Excellent

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

6 - Excellent

We evaluated this key question as excellent, where performance was sector leading with outstandingly high outcomes for children.

Quality Indicator 1.1: Nurturing care and support.

Child led practice through actively listening to children was a major strength of the service. Children's emotional wellbeing was supported through the childminder's nurturing and loving interactions, it was obvious that sound attachments had been formed. The children used a mirror and little puppets to express how they were feeling each day. This helped children to recognise different emotions, cope with big feelings and feel empathy toward their friends who might not be having a good day.

The childminder modelled supportive relationships for children through being open and approachable toward parents and families. Parents strongly agreed they were confident that the childminder was nurturing and responsive to their child's needs, and also offered examples of where the childminder supported them when they had experienced difficulties in family life. Building trust and respect with parents ensured there would be a partnership approach to supporting children's care, play and learning.

The childminder closely liaised with parents to tailor children's personal plans to their individual needs, preferences and interests. The personal plans were detailed and informative. The childminder used the SHANARRI (safe, healthy, active, nurtured, achieving, respected, responsible and included) wellbeing indicators from Scottish Government guidance 'Getting it right for every child' (GIRFEC) to record how children's individual needs should be supported to ensure the best outcomes for them. The childminder formally met with parents at least every six months to review any changes to children's circumstances and to discuss their progress. Sometimes these meetings were held in the family's own home to respect parents' other commitments while also giving the childminder insight into children's lives. Sharing experiences and strategies between the childminding setting and child's home helped ensure continuity in their care and routines. For example, parents told us they valued the childminder's advice about potty training and mealtime ideas. Parents strongly agreed that the childminder knew their child well, including what they liked and what was important for their care. For example one commented, "Yvonne is great with the kids. She gets the perfect balance between being kind and caring with them, while still setting boundaries." Children's voice was also evident within the 'all about me' section so that they knew their views were valued and would be acted upon by the childminder. This contributed to children feeling secure.

The childminder provided homely meals that were nutritious, therefore contributed to children's healthy diet. Children developed skills for life as they were involved in the preparation and serving of meals. Children had also learned to appreciate food sources and the food cycle as they grew or shopped for some of the food for their meals. Children had created a recipe book to reflect their meal preferences. Parents told us that this had helped their child become more adventurous in trying new things. Comments included, "Lunches and snacks are all healthy and balanced. She encourages the children to be involved in the preparation stages and (my child) loves this. We have implemented this at home."

None of the minded children were currently prescribed medication. However, we noted that the childminder had Scottish Childminding Association (SCMA) templates to gather consent and record details of children's medication administration if this became necessary. This contributed to the health and safety of children who used the service.

SCMA is a national umbrella organisation whose main aim is to promote childminding as a quality childcare service.

The childminder had a sound knowledge and understanding of their role and responsibilities in safeguarding and protecting children. They had attended child protection training and used this to keep their child protection policy and procedures up to date. This ensured they would take appropriate action if they had any concerns for the welfare and wellbeing of children. For example the childminder had shared their learning about the Care Inspectorate's safety campaign, 'Keeping Children Safe - Look, Think, Act' (SIMOA) with families. The SIMOA campaign helps keep children safe by raising awareness of how, and why, they could leave a childcare setting without a responsible adult.

Quality Indicator 1.3: Play and learning.

The childminder had high aspirations for children, which supported them to reach their full potential. We observed how the range of play and learning experiences supported the development of children's language, literacy and numeracy skills. Self registration using photographs and other visual prompts around the setting introduced children to print and encouraged word recognition. Children's sketches of how they wished to spend their day were displayed at the entrance and children were involved in selecting resources to support their play ideas.

Throughout our inspection we observed children make independent choices about where they wanted to play and what they wanted to play with. They could choose from a wide range of toys, jigsaws, games, books and craft materials, which were easily accessible at child height. The childminder gently reminded children to take care of resources so that they could be enjoyed by others. For example replacing the lid on the playdough that they had made so that it didn't dry out. This introduced concepts of respect and responsibility as a life skill.

Children's individual learning folders were used to promote child led planning and helped the childminder to support developmentally challenging play experiences for children. We could see that children had been meaningfully involved in deciding the next steps for their play and development. Photographs, children's mark making and comments were used by the childminder to record children's chosen play experiences. This helped children to think, express themselves and plan ahead. It contributed to children feeling their ideas were valued and respected, therefore building their self esteem. The learning folders and newsletter updates kept parents informed about their child's progress and achievements. All parents who responded to our survey strongly agreed that they were fully involved and informed about their child's learning and development. Their comments included, "Yvonne absolutely adores all the children. She keeps parents up to date with current projects and learning outcomes via her monthly newsletter."

Enhancing numeracy in the garden was one of the childminder's priorities within their improvement plan. They had participated in training for ideas on how to playfully introduce numeracy at children's level within their type of setting. We could see that there were plenty of loose parts and open ended materials in the garden that boosted children's curiosity and built their problem solving skills. 'Loose parts' are everyday natural or recycled items that have no fixed purpose, children are free to use them imaginatively in self directed play. We listened to the childminder introducing mathematical language naturally when supporting children's play indoors and outdoors. For example 'how many apples had fallen from the tree?' and 'how far did the apple roll' as children collected apples.

Children's opportunities for play and learning were enhanced through strong connections to their wider community, which was appreciated by parents. One parent commented, "Yvonne is very focused on child development and provides so many engaging and fun activities for our son. From simple water experiments in her garden to a weekly trip to a nearby community garden where our son can water 'his' potatoes and

learn about vegetables, his little mind is expanding so quickly without him feeling any pressure, he is just having fun!"

Children were excited to tell us about their trip to the park that morning where they had enjoyed splashing in the stream - "We were in the park and there were big waves in the water!" and "I was in the park and the water went into my wellies, this sock is a bit wet" (holding up sock).

Playing outdoors in the fresh air and exploring the elements supports children's physical and mental health while developing their understanding of their world.

How good is our setting?

6 - Excellent

Quality Indicator 2.2: Children experience high quality facilities.

We evaluated this key question as excellent, where performance was sector leading with outstandingly high outcomes for children.

The childminding setting was a designated playroom with its own entrance. The childminder had created an enabling environment where children felt welcome and had a sense of ownership of the space. The organisation of children's spaces was flexible to accommodate their changing needs and interests. The children had direct access to the safe, enclosed garden from the playroom and confidently moved back and forth throughout our inspection visit, following their play intentions. There were cosy spaces with soft furnishings so that children could decide for themselves when they needed to rest and re-energise, including outdoors.

The childminder made exceptional use of the garden and local facilities, including parks and a community allotment. This enabled children to have an active life and participate in a range of recreational and physical activities. The importance of outdoor play was recognised by families, parents' comments included, "Yvonne's house has a dedicated play area for the children and a wonderful back garden that allows them to get outside and enjoy nature every day" and "Setting is brilliant with an enclosed garden, swings, and a purpose built annexe. It is safe and friendly."

Promoting risky play was one of the childminder's priorities within their improvement plan. They had participated in training and engaged in research to help introduce the approach to their setting and to children. For example, Care Inspectorate publications 'Out to Play' and 'My active world'. Children had been involved in risk assessing so that they were developing analytical skills in making safe decisions, therefore taking responsibility for their own safety as well as that of their friends.

The childminder had baseline risk assessments for the setting that were responsive to the introduction of new equipment and activities. For example, we looked at the risk assessment that had been introduced to support a new forest group and could see that the childminder had considered various aspects from children's journey to the site, ages and capabilities of the children, to potential hazards within the actual forest. Implementing appropriate safety measures and keeping these under review helped prevent harm to children. It meant children were able to play safely in the forest, enjoy a real sense of freedom and supported the healthy development of independence, creativity and confidence.

Children's safety and wellbeing was further supported through the childminder's infection prevention and control procedures, including effective cleaning procedures. The playroom had its own toilet facilities that were easily accessible to promote children's independence. Children were supported to wash their hands at

key times. The childminder had provided paper towels for hand drying during the pandemic but intended to introduce small individual towels for children, as this would reduce any risk of cross infection and be more cost effective. We agreed with their plans.

How good is our leadership?

6 - Excellent

Quality Indicator 3.1: Quality assurance and improvement are led well.

We evaluated this key question as excellent, where performance was sector leading with outstandingly high outcomes for children.

The childminder had high aspirations for quality which was evident in their robust record keeping and self-evaluation of practice, underpinned by local and national policy and guidance. They provided funded places to children through their partnership agreement with South Lanarkshire Council (SLC). The childminder liaised with the SLC childminding development officer to find out about continued professional development opportunities, including guidance on improvement planning. The childminder was also a member of the Scottish Childminding Association (SCMA) and made very good use of their resources to promote and monitor best practice. For example to support a focus on health and wellbeing the childminder had borrowed a toothbrushing dinosaur so that the children could have fun learning about dental hygiene.

The childminder's improvement plan contained priorities that had been identified through their observations of children and consultation with families. We found that the objectives and timescales were realistic and the childminder was tracking their progress in implementing priorities, adding notes to the plan about their activities, achievements and what was still needed. The childminder was using Care Inspectorate's 'A quality framework for daycare of children, childminding and school-aged childcare' to assist self evaluation of their service and feed into their improvement plan. Self-evaluation enables services to deliver high quality care and support tailored to children's and families' needs and choices. We could see that the tool had helped the childminder gather evidence, including constructive feedback from families about what was going well or what could be better. Parents confirmed that the childminder was proactive in seeking their views, both about their child's care and developing the wider service. Their comments included, "Yvonne is very professional and takes care to document our son's progress as she goes along, sharing insights with us regularly at handovers and at our meetings." This demonstrated that everyone was working together to support positive outcomes for children.

The childminder treated information about children and families in a confidential and professional manner. They were registered with the Information Commissioner's Office (ICO) and had also recently participated in training on cyber security. The childminder had shared some of the materials from the training with children so that they were learning about the safe use of technology from a very young age. ICO provides guidelines on data protection to ensure services store children's personal information confidentially and lawfully.

How good is our staff team?

6 - Excellent

Quality Indicator 4.1: Childminder skills, knowledge, and values.

We evaluated this key question as excellent, where performance was sector leading with outstandingly high outcomes for children. .

We observed that the childminder was warm, kind and caring toward children, which resulted in them feeling happy, safe and secure with the childminder. The childminder was committed and extremely

passionate about their role. We could see from their learning record that they regularly engaged in relevant training and research. The childminder reflected on their learning and how they could use new knowledge, which ensured children received high quality interactions and experiences. The childminder shared their enthusiasm for learning with the children. Throughout our inspection, they interacted intuitively with children to offer challenge, such as talking about size and speed as children experimented with running toy vehicles down a self made ramp.

All parents responding to our survey strongly agreed they were confident that the childminder had the appropriate skills, knowledge and experience to care for their child and support their learning. Their comments included, "Yvonne is wonderful, she provides a nurturing and educational environment for the children and and is very professional whilst being kind" and "The children in Yvonne's care are all safe, loved and she uses her experience to help develop and challenge them daily."

The childminder had established working links with other local childminders. This provided opportunities to share ideas and collaboratively reflect on good practice. One example was that the childminder was developing a forest school group for childminders as one of the priorities within their own improvement plan. Although at an early stage, meeting other childminders and children in the forest had given children opportunities to socialise, develop relationships with their peers and learn about respecting each other's boundaries as they played energetically outdoors.

The childminder had an excellent understanding of their professional responsibilities and worked within the conditions of their registration. This included ensuring policies and procedures were in place that would support positive outcomes for children and keep them safe. Their sector leading practice had been recognised by the local authority, South Lanarkshire Council, who had asked the childminder to mentor new childminders and model best practice so that they understood the expectations of their role. We suggested that the childminder consider applying for an accredited Open Badge in mentoring through the Scottish Social Services Council (SSSC). The childminder was already a member of the Scottish Childminding Association which has partnered with SSSC to offer this award. Open Badges are digital certificates that recognise learning and achievement and would affirm the childminder's excellent practice in supporting colleagues.

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?	6 - Excellent
1.1 Nurturing care and support	6 - Excellent
1.3 Play and learning	6 - Excellent

How good is our setting?	6 - Excellent
2.2 Children experience high quality facilities	6 - Excellent

How good is our leadership?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent

How good is our staff team?	6 - Excellent
4.1 Staff skills, knowledge and values	6 - Excellent

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