

MacKay, Gillian Child Minding

Glenrothes

Type of inspection:
Unannounced

Completed on:
21 August 2023

Service provided by:

Service provider number:
SP2003904567

Service no:
CS2003007616

About the service

Gillian MacKay provides a childminding service from her home in Glenrothes. Children are mainly cared for on the ground floor, only going upstairs for the toilet facilities.

She is registered to provide;

A care service to a maximum of eight children at any one time under the age of 16, of whom no more than six may be under 12, including no more than three who 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 parts of the premises not to be used are the bedrooms situated at the front of the house and on the upper level.

The care service may operate between the hours of 07:00 and 18:30, Monday to Friday.

About the inspection

This was an unannounced inspection which took place on Thursday 17 August 2023 between 09:15 and 10:30. As there were no children present, we also visited on Monday 21 August between 15:30 and 16:30 to see the childminder with children and give feedback. 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 one child using the service and received three completed electronic questionnaires from parents/carers
- spoke with the childminder
- observed practice and how children were supported
- reviewed documents.

Key messages

- Children benefited from the calm, caring and kind way the childminder interacted them with them.
- The childminder understood the needs of individual children.
- The childminder had developed good relationship with parents and carers.
- Self evaluation of the service needs to be further developed.
- The childminder will continue to identify relevant training or learning to support their continued professional development.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	4 - Good

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

How good is our care, play and learning?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

The childminder understood the needs of children and had developed close bonds with them. As a result, they felt confident, secure and safe in their care. We saw all interactions with the child present was caring, nurturing and respectful. This was evident when the childminder chatted to the child when they were talking about caring for dogs. The child experienced being valued as they were listened to as the childminder talked to them in a meaningful way about their interest.

The childminder recognised the importance of communication. As there was regular opportunities to share information, partnership working with parents was well established. Parents felt included and involved in shaping their child's care which promoted continuity of care.

We found that the childminder had a good understanding about children's emotional well-being. She recognised the importance of transition and ensured children were involved in this process where information was shared about their individual needs. Within personal plans we saw how children were being supported. For example, helping children to gain confidence and build resilience. It would be helpful to include any techniques or strategies that would be used to support children's health, wellbeing and development. When plans are reviewed it would be helpful to identify 'next steps' for their continued development. Parents said "Gillian has also helped my child overcome her fear in dogs by helping her. Gillian is a caring person and goes over and above with my child."

Quality Indicator 1.3: Play and learning

Activities and experiences were provided to promote all children's interests, development and well-being. For example, they could choose to join in arts and craft, games and baking. During school holidays children benefitted from outings and trips. The child told us "I like colouring in and going to the park."

As the childminder had a flexible approach, there was a good balance of planned and responsive activities. Children were able to direct their play as their ideas were listened to. For example, the child present wanted to take the dog for a walk one day. The childminder talked with them and made plans to do this. As a result, the child felt valued as they were able to plan an activity they wanted to do. Parents said "I feel confident that Gillian gives my child support in her learning." And "Since my child has been with Gillian her learning has come on well in all aspects."

Community resources were well used to extend children's experiences. For example, going to the park promoted opportunities for children to develop confidence in their physical skills as they played on large equipment. They benefitted from being in the natural environment as they went for walks and joined in treasure hunts.

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was homely and welcoming. They had access to the dining room/kitchen and lounge for play, meal and snack times. Toys and games were stored at in the hall where children could choose what they wanted to do. The availability of activities were suitable for the children being cared for.

To promote a safe place for children's play, visual risk assessments were used to identify how any hazard could be reduced. This meant the home was well maintained, safe and organised for children. We asked the childminder to have a written template for risk assessments and review and update them as necessary. Parents said "Gillian has a lovely outdoor area for the children to utilise and my children are often playing in the garden on collection."

The local community was also used to extend children's experiences. Going to local parks, nature walks and attending holiday clubs offered children the benefits of being outdoors and socialising with others.

There were appropriate measures in place to minimise the spread of infection. Children were encouraged to wash their hands at key times during the day. The childminder had dogs and children's access to them was well managed.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where there are some strengths, these just outweigh weaknesses.

Quality Indicator 3.1: Quality assurance and improvement are led well

The childminder's values were evident in the warm, sensitive interactions observed throughout the inspection. Children were involved as their views were listened to and acted upon. For example, they chose the games and activities they wanted to do. Children were confident to share their ideas and ask about outings they wanted to plan. Children felt respected as they knew their opinions mattered.

Formal and informal ways were available for parents and children to share their views. For example, questionnaires enabled the childminder to know what was going well or if any changes were needed. Families therefore felt involved as their views informed the care provided which was child centred. We asked the childminder to date when views were asked for and any action taken. Children said they liked "The snacks and the other children."

The childminder responded to changes within the service. For example, the addition of a puppy meant the environment had been reviewed. A safe space for the dog had been created which helped children interact with it safely.

The childminder should further develop self-evaluation which will support the development of the service. This could include reviewing and updating policies and procedures to reflect current information. Using best practice guidance would help this process. For example, 'Realising the ambition: Being me.' In addition the childminder should become more familiar with 'A quality Framework for daycare of children, childminding

and school aged childcare.' This will help to reflect what is going well, identify areas for development assess the impact and outcome of any change. See area for improvement 1.

Areas for improvement

1. To demonstrate how positive outcomes for children are achieved, the childminder should continue to develop quality assurance by implementing more formal systems that enable them to self assess and evaluate the service provided.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards which state: 'I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance process.' (HSCS 4.19).

How good is our staff team?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality Indicator 4.1: Staff skills, knowledge and values

The childminder was skilled at building positive relationships with families which had created a warm and welcoming ethos within the service. Parents valued their approachable manner as they were able to share information and give feedback through daily chats. Parents said "Gillian is a friendly lady. Gillian also does activities with my child and always keeps me up to date with everything". And "In overall I would give 100% in all aspects and is amazing lady."

The childminders skills, knowledge and enabling approach, supported children to achieve their potential as they benefited from kind, caring and supportive interactions. Children were supported to develop and maintain friendships as the childminder had a good understanding of their development and personalities. As importance was placed on children's well-being and play, they had positive experiences.

The childminder had completed training and learning to keep updated with current practice. Through discussion they demonstrated how they had used it in practice to support children. We talked about how best practice guidance could also support professional development as they reflect current practice and would support the development of the service. We asked that training and learning be recorded and evaluated to show how it had been used to improve 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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