

Leys View Childcare Child Minding

Inverness

Type of inspection:
Announced (short notice)

Completed on:
23 August 2023

Service provided by:
Elisabeth Slaven & James Slaven, a
Partnership Elisabeth Slaven & James
Slaven, a Partnership

Service provider number:
SP2020013467

Service no:
CS2020378930

About the service

Leys View Childminding is a partnership which provides a care service to a maximum of eight children at any one time, aged 0 to 16 years, of whom no more than two are less than one years of age and of whom no more than five are under school age. Numbers are inclusive of the childminder's own children.

The service operates from a detached home in a quiet residential area of Inverness, close to local parks and amenities. Children have access to a large open plan kitchen/dining room and living room, with direct access to an enclosed garden for the service. They also have access to a designated bedroom and bathroom facilities.

About the inspection

This was a short announced inspection which took place on 18 August 2023 and 23 August 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with three children using the service;
- reviewed feedback received from three families;
- spoke with the childminders;
- observed practice and daily life; and
- reviewed documents.

Key messages

- Children received high quality care and support from the childminders who knew them well.
- The childminders demonstrated a very good understanding of child development, which supported them to meet children's individual needs, and support their emotional and physical development.
- Children experienced nurturing care in a very well maintained and comfortable home environment, which contributed to them feeling valued.
- The childminders reflected together to ensure they were consistently providing a high-quality service.
- Strong teamwork between the childminders enabled them to provide a high quality, and flexible service to meet children's and families' needs.

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/people, therefore we evaluated this key question as very good.

Children attending the service were happy, settled and relaxed in the care of the childminders. Children had developed trusting relationships with the childminders and were confident to seek reassurance from them when needed. The childminders supported new children transitioning into the setting by sharing photos of themselves, their family, pets, and their home. The childminders' interactions with children were warm and responsive, which contributed to children feeling safe and secure.

Very effective use of personal planning information supported the childminders to meet children's needs. Children experienced responsive and nurturing care because the childminder knew them as individuals, understanding their needs and personalities. Parents were central to keeping information up to date. The use of an online platform ensured that information could be updated quickly and was accessible to both the childminders and parents. This enabled the childminders to respond quickly and sensitively to children's changing needs.

Children enjoyed snack in an unhurried and relaxed atmosphere. On the day of inspection, they made their own snack with the support of the childminder. The childminder used this opportunity to support children's developing language as they made their own pizzas. As a result, children benefited from a positive social experience. Children could access fresh water from a water dispenser which supported them to keep hydrated. The childminders had developed good relationships with other professionals, such as paediatric dieticians, to ensure they were able to meet the dietary needs of children who required a different diet, or additional support with feeding.

Children had opportunities to rest and relax in a number of areas within the childminders' home. A bedroom was provided for children who were staying overnight, or who wanted some quiet time. This room was tastefully decorated in neutral colours and suitable for children of all ages. The childminders recognised the importance of quality sleep for children's overall development. This meant that children could follow individual routines and that families' wishes could be met.

Children's medical needs were supported well by the safe administration of medication. Some children attending the setting had complex medical needs. For example, being tube fed or requiring several medications. Parents felt confident that the childminders had the knowledge and experience to safely manage medical equipment required by their children. This contributed to children's needs being met in a safe and sensitive manner.

Children were safe and protected as a result of the childminders' understanding of what to do if they had concerns about a child's health, safety or wellbeing. There was a policy in place to support families in understanding how the childminders would deal with concerns, reassuring them that action would be taken quickly. This contributed to keeping children safe and healthy.

Quality Indicator 1.3: Play and Learning

Children were actively leading their play, choosing where they wanted to play when they arrived at the setting. Some children were playing together in the garden, while another was playing inside. One child had been taken to a local park after school by one of the childminders as this was their preferred activity. The childminders demonstrated a very good understanding of child development, enabling them to support the emotional resilience of children and families, and secure children's right to play.

The childminders' approach to play and activities was child-centred and responsive to the children's interests and wishes. They considered children's likes and dislikes when planning experiences and outings, which allowed children to feel valued. Children had regular opportunities to attend activities and explore their local community. For example, going to a local horse-riding centre which supported children of all abilities to take part, or attending weekly gymnastic sessions. One parent told us "Elisabeth and Jim make my child feel included in the activities they are doing". This contributed to children's sense of self-esteem and confidence, and their developing physical skills.

Children's natural imagination and creativity was supported through well considered innovations. For example, children designed t-shirts and created a short movie. This contributed to children's developing problem solving skills and communication. Numeracy, language and literacy was well supported through day-to-day experiences, such as making snack, reading and playing board games. The childminders were confident in using methods, such as visual aids, to support children's developing language and communication skills. Visual aids could be seen throughout the home, for example, in the bathroom, which supported children's understanding of personal hygiene.

The childminders were in the early stages of formally evaluating children's play and learning. They shared children's play with parents by sharing photographs online and through daily conversations. Floor books had been introduced but these were in the early stages of development. We discussed developing these further, to allow children to reflect together, and with their families, on their achievements.

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/people, therefore we evaluated this key question as very good.

Children experienced care in a well-furnished, comfortable, and homely environment. The open plan kitchen, dining and living area was well ventilated and flooded with natural light, which promoted a relaxing atmosphere. The childminders' home was accessible to children of all abilities, with space to accommodate additional equipment needed to support children. There was ample space for children to play, rest and explore. This demonstrated to children that they were valued.

Age-appropriate resources and toys were available, such as arts and crafts, games, Lego. Storage of resources was designed to encourage free choice, whilst not overwhelming children. Children could self-select resources which supported their growing independence.

Effective infection, prevention and control measures were in place. The setting was very clean and tidy. In addition to daily cleaning tasks being undertaken to ensure a hygienic and safe environment, a cleaner was employed to carry out deep cleaning, twice every week. Children were supported to wash their hands before eating and after petting any animals. As a result, children were protected from the possible spread of infection.

The secure, enclosed garden was accessed from the dining area and offered free flow access. The garden offered a range of resources to stimulate curiosity and imagination including sensory play such as water and sand, a mud kitchen and a playhouse. Access to an area with shrubs and trees, children knew as 'the secret den', at the back of the childminders' home provided children with an additional space for energetic activities.

The childminders understood the importance of keeping children's personal information secure. They asked families for permission before taking photographs and shared their privacy notice and confidentiality policy with families using the service. The childminders had well organised records in place for children supporting them to maintain confidentiality of information.

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/people, therefore we evaluated this key question as very good.

The childminders had developed strong relationships with parents and carers. Detailed information and feedback was shared frequently via daily handovers, email and other online methods to ensure children received the care they needed. The childminders shared the setting's aims and objectives with families when they started with the service, and valued parental input. Parents told us they felt very involved in their children's care and that their views were respected.

Children's views were sought through observations and informal conversations. The childminders recognised the importance of knowing the children in their care well so that they could build relationships and rapport with them. This contributed to children having fun and progressing because their opinions and views mattered.

Effective self-evaluation processes supported the childminders to identify any areas for development or improvement. They reflected on the care and support provided and the environment using best practice guidance. As a result, they were able to deliver high quality care and support tailored to children and families' specific needs and choices.

Regular reviews of policies and procedures ensured record keeping was maintained to a very good standard. These had been shared with parents. This contributed to families feeling informed as they had a clear expectation of the service.

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/people, therefore we evaluated this key question as very good.

Children were comfortable with both childminders, whose interactions were engaging and relaxed. This contributed to children feeling safe and secure. The childminders were both skilled, knowledgeable, and experienced, with particular strengths in supporting children with additional needs. The childminders were very respectful when talking about children and families. One parent commented 'Elisabeth and Jim are fantastic childminders, my child has extremely complex needs and they are so good, always make her feel welcome.'

The childminders were committed to providing children with care that was right for them. They regularly undertook additional training, in addition to core training, such as child protection and first aid. For example, British Sign Language, to enable them to support some children further. As a result, children received care and support which met their individual needs.

Arrangements were in place across the day to support smooth transitions for children and their families. Both childminders were able to collect children from their respective schools, which allowed parents greater flexibility and access to the service. They worked well together and communicated clearly with each other when discussing these arrangements. As a result, children experienced effective supervision, and quality experiences across the day.

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
4.3 Staff deployment	5 - Very Good

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