

# McKinley, Lorraine Child Minding

Motherwell

**Type of inspection:**  
Unannounced

**Completed on:**  
31 August 2023

**Service provided by:**  
Lorraine Mckinley

**Service provider number:**  
SP2003902488

**Service no:**  
CS2003004424

## About the service

Lorraine McKinley's childcare service, is a childminding service which is provided from the childminder's home in a quiet residential area of Motherwell, North Lanarkshire.

The service is registered to provide a care service to a maximum of five children at anyone time up to the age of 16 years of age, of whom no more than three are not yet of an age to attend primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

Childminding takes place on the lower floor of the home with children having access to a living room, playroom and toilet. Children also had access to an enclosed spacious rear garden. The service is close to parks, greenspace and other local amenities.

## About the inspection

This was an unannounced inspection which took place on Thursday 31 August 2023 between 10:45 and 13:15. 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:

- observed children's play experiences
- observed interactions between the children and the childminder
- spoke with the childminder
- looked around the home and garden
- reviewed service documents and records
- reviewed feedback from one parent.

## Key messages

- Children experienced care and support that was warm, sensitive and nurturing.
- The childminder knew the children well and had developed positive relationships with the children and their families.
- The childminder listened to children and provided activities and experiences that linked to the children's interest, offering challenge and fun.
- Meaningful communication with families supports children's individual needs.
- The service had strong connections within the local community, enhancing play and learning experiences for all children.
- The childminder was professional, knowledgeable and skilled to carry out her role.

## 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.

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

Children experienced warm, nurturing interactions and care. They were happy and settled. The childminder understood children's emotional needs and provided sensitive responsive care to support individual children. This supported children to feel reassured, safe and secure in her care and her home. One parent told us that the childminder "knew them well and provides amazing support and care."

Communication with parents was very effective and supported them to be fully involved in their child's care. This ensured good links between home and the childminding setting which supports continuity of care. Parents confirmed the childminder worked very effectively with them to ensure their child's learning, development and wellbeing needs were being met. This was achieved through very detailed daily diaries.

The childminder was very attentive to the children's needs and interactions were warm, nurturing and respectful. It was clear the childminder knew minded children very well and they shared with us how their care and development needs were being supported.

Children's personal plans clearly demonstrated how their health, care, learning and development were being supported and had been completed in partnership with parents. The childminder had a good understanding of and responded sensitively to children's diverse needs. This helped them to develop a sense of belonging. We could see that children had opportunities to be involved in their personal plan. We encouraged the childminder to consider ways to strengthen this approach.

Children experienced a positive, relaxed snack time where their needs, choices and preferences were respected. Children were seated safely and comfortably and they were able to enjoy the sociable experience in an unhurried way.

The childminder had not had to administer medication recently. We reviewed paperwork and found improvement could be made to medication forms to ensure they recorded all relevant information. We discussed that paperwork for managing medication should be reviewed to assist in the safe administration of medication to ensure that children's health needs are met. We signposted the childminder to 'management of medication in daycare and childminding services.'

Children's emotional wellbeing and security was developed through safe and sensitive sleep routines. The childminder recognised when children appeared to be tired and offered them space to sleep and rest when needed, which also reflected families wishes and children's routines. A safe sleep policy had been developed and shared with parents. This helped to ensure children are kept safe and secure while sleeping.

**Quality indicator 1.3: Play and learning.**

Children played happily during our visit. They had fun playing together and we heard lots of chattering and laughter. Children confidently led their own play and the childminder used skilful interactions to extend their learning. Children enjoyed playing with arts and crafts materials and small world toys during play opportunities.

The pace of the day was relaxed and unhurried and was led by children's interest. Children could lead their own play and were able to choose what they played with and where they spent their time in the childminder's home. The childminder carefully observed children's play to enable them to provide responsive approaches to further extend children's imagination and learning.

The childminder had a very good understanding of child development and utilised learning from training to enhance children's experiences. Play and learning was planned spontaneously in response to children's interests and suggestions. Choice and independence was promoted as children accessed and transported toys and materials, developing their imagination.

Outings in the community further enhanced children's learning. The children often visited parks and woods, developing deeper opportunities to explore the natural world.

**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.

**Quality indicator 2.2: Children experience high quality facilities.**

Children received care in a homely and comfortable environment. The playroom was bright, spacious and well ventilated, creating a welcoming environment for children and their families.

Children benefitted from a wide range of toys and equipment that reflected children's interests and stages of development. Children independently accessed toys from drawers and shelving within reach, making choices about their play. The childminder was aware of the benefits of children having access to loose parts materials. We encouraged them to continue to build on the range of natural, sensory and open-ended resources to stimulate children's curiosity, exploration and imagination.

Quiet, cosy spaces were available in the playroom to support children's wellbeing. The couch provided space to relax, read stories, self-regulate and feel safe. A good variety of books supported children to explore and express their feelings. One parent told us "the setting is ideal with plenty of materials to chose from, a great outdoor space and a caring environment."

Children could access outdoor play daily and enjoyed playing in the childminder's garden which was easily accessible from the kitchen. This provided a secure, interesting play space for children to have fun playing in the fresh air. The garden had different surfaces for children to practise their skills with a wide range of outdoor play resources to support their play experiences. Parents told us "our [child] has many opportunities to learn and play in a variety of settings and they get to spend a lot of time exploring and learning outdoors."

Children were protected from harm through a variety of safety measures. These included, safe storage of hazardous materials, good supervision, and secure gates.

Children's safety and wellbeing was promoted through effective infection control practices, which minimised the potential spread of infection, supporting a safe environment for children. Children were encouraged and supported to engage in hand hygiene practices at key times, for example before lunch and after visiting the toilet. Appropriate nappy changing procedures were in place and PPE was worn. Clear policies and procedures supported the childminder to minimise the risk of spread of infection in their service.

## 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.

### Quality assurance 3.1: Quality assurance and improvement are led well

The childminder demonstrated a positive commitment to improving their service. They told us that parents' and children's views were extremely important to them.

The views of children and families were sought to support development of the service. Families were consulted on all aspects of service delivery and their views impacted on positive additions to children's care. For example, information about children's interests informed planning and the purchase of new toys. Parents told us they were listened to and their suggestions were valued which meant that families felt included within the service.

Successes and achievements were communicated with families, strengthening partnership working that met children's needs. The childminder used a variety of ways to communicate with families. For example, text messages, daily diaries and chats during drop off and pick ups. Families were happy with information received about their child's experiences and their learning progress. This helped ensure children's needs were met through the sharing of valuable information.

The childminder had an improvement plan, where she had identified areas to improve the service. This should be further developed to enable the childminder to clearly evidence her progress and development. The childminder was aware of "A quality framework for day-care of children, childminding and school aged children." We discussed how the childminder should continue to further embed this document within her evaluation process.

The childminder was committed to the ongoing improvement of the service. This was demonstrated in the wide variety of training that the childminder had undertaken.

## 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.

### Quality indicator 4.1: Staff skills, knowledge and values

The childminder was positive, approachable and cheery. This created a warm and welcoming environment for children and their families. Relationships with children and their parents were positive, caring and nurturing. The childminder spent time getting to know children and worked closely with parents to meet children's needs.

The childminder was experienced and confident in her role. Over the years as a childminder she had developed a wide range of skills and knowledge that enabled her to respond and support the individual needs of children. This demonstrated a very good understanding of children's development and the importance of providing nurture and positive attachments. One parent told us "Lorraine does an amazing job. I have no doubt about the care and learning my child receives."

Children benefitted from the childminder's commitment to ensuring their knowledge was up-to-date. They were a member of the Scottish Childminding Association and were aware of the Care Inspectorate's Hub to access learning documents. This ensured they were well informed of updated guidance to support their practice. One parent told us, "I know Lorraine keeps on top of all continuous professional development."

Regular training and learning was embedded in the childminder's practice. Recent training included child protection and first aid training. The childminder also maintained a log of professional reading and learning. We have suggested that the childminder should now record post training evaluations to include a reflection of learning. Reflections of learning would enable the childminder to revisit and reflect on how learning opportunities have supported them to develop their practice, support children's wellbeing or further outcomes for children.

The childminder had a very good understanding of her professional responsibilities. She worked within her conditions of registration and ensured children's safety by gaining insurance, keeping registers, and maintaining the premises to a high standard.

## 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 review and update children's personal plans to ensure they are a current record of each child's individual care, support, health and wellbeing needs. These should be reviewed with parents in line with legislation.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3: Health and Wellbeing.

**This area for improvement was made on 6 February 2017.**

## Action taken since then

The childminder had reviewed and updated personal plans to ensure they recorded children's individual care, support, health and wellbeing needs. These were regularly reviewed with parents.

Therefore this area for improvement has been met.

## Previous area for improvement 2

The childminder should review and update the hand hygiene and nappy changing procedures used currently in the service. Liquid soap and running water should be used in preference to hand gels/sanitisers, and a changing mat, disposable gloves and disposable apron used at all times for nappy changing. This is in line with current infection prevention and control and hand hygiene guidance.

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

**This area for improvement was made on 6 February 2017.**

## Action taken since then

The childminder's hand hygiene and nappy changing procedures had been reviewed. The childminder had created a detailed policy and ensured appropriate resources and personal protective equipment was used during changing procedures. This ensured she was following best practice in line with infection prevention and hand hygiene guidance. Appropriate handwashing procedures were in place.

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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