

Wilson, Isobel Child Minding

Broxburn

Type of inspection:
Unannounced

Completed on:
8 June 2023

Service provided by:
Isobel Wilson

Service provider number:
SP2005951531

Service no:
CS2005106306

About the service

Isobel Wilson provides a childminding service from their property in a quiet residential area of Winchburgh, West Lothian. The childminder is registered to provide a care service to 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 children of the childminders family.

The service is close to local primary schools, shops, parks and other amenities. Children are cared for in the living room and have limited supervised access to the kitchen. There is a large enclosed garden to the rear of the property for active outdoor play. A small enclosed play area is situated opposite the childminders home.

About the inspection

This was an unannounced inspection which took place on Tuesday 30 May 2023 between 14:00 and 16:45. 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 to and interacted with the minded children in attendance
- spoke with the childminder
- observed practice, daily routines and the minded children's experiences
- reviewed documents in the service
- took into account the feedback we received from three families.

We gave feedback to the childminder by phone on Thursday 8 June 2023.

Key messages

- Children were nurtured by a kind and caring childminder who knew them well.
- The childminder provided play experiences which supported children's learning.
- Effective communication supported families to be involved in their child's care.
- Further processes should be developed to record and evaluate children's learning and progress.
- The childminder should further progress with their professional development and knowledge of best practice guidance to support their practice and 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

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 positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children were happy, confident and relaxed in the setting. The childminder was warm and responsive in their approach and we saw positive interactions with children. This contributed to them feeling secure and nurtured. Parents all agreed with the statement 'Overall, I am happy with the care and support my child receives in this setting'. Parents told us the childminder "is very reliable and caring".

The childminder was welcoming to children as they were collected from school. They were respectful and listened to the childminder, following road safety rules on the walk back to the childminder's house. We heard lots of chat about the day's events and children had clearly developed positive relationships with each other and enjoyed spending time together. This contributed to children feeling a sense of belonging.

The childminder knew children well and used this knowledge to inform personal plans. These had been improved on since the previous inspection and were effective in supporting children's needs. They detailed appropriate information of children's current individual health needs, interests and routines. They were reviewed six monthly which meant information remained relevant and current in meeting children's changing needs. The childminder worked in partnership with parents in following routines from home. This supported a continuity of care, and helped parents feel reassured and involved in their child's day.

Children's snack time was a relaxed and sociable experience. We saw lots of engagement and chatting between the childminder and children. Children sat together at a small table in the living room which helped to encourage good eating habits. Parents supplied children's meals and the childminder provided snacks, including a range of fruit. This contributed to a well-balanced diet. The childminder served the food to the children, therefore there were missed opportunities for children to be involved. We discussed that children should be encouraged to prepare and serve food to support their skills and independence.

1.3 Play and Learning

Children were provided with a range of activities that supported their play and learning. Resources were easily accessible which meant children were able to explore independently and lead their own play. Resources reflected children's current interests including books, cars, trucks and dolls. One parent told us (children) enjoy when they colour and make things. They also enjoy playing with their friends".

There was a balance of planned and spontaneous play opportunities for the children which supported their choice and independence. The childminder was beginning to increase children's access to sensory and open-ended resources but this was still limited. They should continue to develop this area of provision to encourage children to investigate, be curious and imaginative.

The childminder valued the importance of children having opportunities for outdoor play and ensured they had regular opportunities to play in the garden or visit local parks.

Children's progression and learning was supported through the childminder's knowledge of individual children, their interests and their developmental stages. The childminder should consider ways of evidencing children's experiences. We discussed with the childminder ways for progress to be tracked. This would further develop and effectively support and challenge children's play and learning (see area for improvement 1).

Areas for improvement

1. To contribute to children's learning needs being met, the childminder should ensure individual learning is evaluated and progress captured.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which state that 'My care and support meets my needs and is right for me.' (HSCS 1.19)

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement

Quality Indicator 2.2 Children experience high quality facilities

Children benefitted from the warm and homely environment. It was clean, well furnished and well ventilated. This supported children's comfort and health. Resources were stored tidily and enabled children to have choice and select them independently. All parents agreed with the statement 'The setting is well furnished, comfortable and homely'.

Suitable infection control measures were in place, such as handwashing, to minimise the spread of infection. The childminder had appropriate PPE (personal protective equipment) and a changing mat for nappy changes. Daily checks and regular cleaning of toys and resources made sure of a safe and clean environment and supported children's wellbeing.

Children were provided with a range of age-appropriate toys and games that supported their learning and development. We observed children following their interests and playing with a range of transport toys including cars and trucks. A selection of board games and art and craft materials were stored in an accessible cupboard for older children.

Children's health and wellbeing was supported through their outdoor learning experiences. The enclosed back garden provided a safe and interesting space for children to play and have fun. For example bikes, balls, a mud kitchen and trucks. A park to the front of the house provided further opportunities to develop gross motor skills. For example, climbing, running and ball games.

The childminder carried out visual daily checks in keeping children safe. However had not carried out a formal record of risk assessments and met with the area of improvement set at the previous inspection. This area of improvement has been reinstated (see area of improvement 1).

Information about children was kept securely. Sensitive information was only shared with those who needed it to meet children's needs. As a result, children's information was protected and storage complied with relevant best practice.

Areas for improvement

1. To ensure the environment is safe for minded children the childminder should develop a formal record of her risk assessments and of any action taken to address concerns.

This is to ensure that care is consistent with the Health and Social Care Standards which state "My environment is secure and safe" (HSCS5.17).

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas needed to improve.

Quality Indicator 3.1 Quality Assurance and improvement are well lead

The childminder had a friendly and welcoming approach. This supported building positive relationships with children and families. The childminder spoke daily with parents, and shared children's experiences throughout the day. This helped parents be involved in their child's experiences. Parents told us "I'm happy with the service" and "I wouldn't change anything".

The childminder used informal daily discussions to involve children in decision-making and to check that parents were satisfied with the service. Children and families should be meaningfully involved in influencing change. The childminder should develop ways to record children's and parents' feedback and use this information in the self-evaluation process. This would support them to feel valued in contributing to improvement of the service.

We discussed with the childminder developing an improvement plan. This should identify gaps in children's experiences. The process should include views from children and their families to promote sustainable and continuous improvement of the service. This would help influence and lead positive changes for children. To support the childminder in their improvement journey we directed them to 'A quality framework for daycare of children, childminding and school-aged childcare' (Care Inspectorate, 2022) (area of improvement 1).

Areas for improvement

1. To provide meaningful continuous improvement, the childminder should create an improvement plan that highlights focussed areas for development. 'A Quality framework for daycare of children, childminding and school aged childcare' will support the childminder assess and identify improvements.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality Indicator 4.1 Staff skills knowledge and values

Children benefitted from the childminder's warm and responsive approach and we saw positive interactions between them. The childminder had a good understanding of children's personalities and responding enthusiastically to them. This approach supported children to feel valued and secure. Parents told us "We are very lucky and (child) loves her, she is wonderful".

The childminder, while committed to providing quality care to children, had not extended their professional development and learning since the last inspection. They were awaiting available dates through the Scottish Childminding Association (SCMA) to undertake child protection and first aid training (see area of improvement 1). The childminder had a satisfactory understanding of safeguarding children. They understood their responsibilities and knew who to contact for advice and support.

The childminder had recently started to review best practice guidance to inform their approach. They had also carried out some personal reading and research on the subject of autism. The childminder should continue to access training opportunities and professional reading material to enhance their knowledge, skills and practice.

Links with other local childminders helped promote professional discussion of new guidance, challenges and practice sharing. This encouraged them to reflect on their service and supported them to identify areas for development.

Areas for improvement

1. To continue to improve the service and outcomes for children, the childminder should access training to develop their knowledge and skills.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14)

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

Children have a right to a service that is well led and managed. We concluded that the childminder was not able to fully meet children's needs, as she was caring for more children than her registration allowed. In order to ensure that children feel confident in the people who support and care for them, the provider must ensure that they adhere to the service's conditions of registration.

This is to ensure care and support is consistent with Health and Social Care Standard 4.23: I use a service and organisation that are well led and managed.

This is in order to comply with: Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

This requirement was made on 2 May 2023.

Action taken on previous requirement

The childminder gave assurances they was operating within the conditions of their registration. Registers were available on request and had been submitted to the Care Inspectorate.

Met - within timescales

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

To ensure children's needs are met personal plans should be reviewed, updated and shared with parents at least once every six months, more often if there are significant changes in the child's life.

This is in order to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS1.15).

This area for improvement was made on 10 October 2022.

Action taken since then

Personal plans had been improved on since the previous inspection and supported children's individual needs. Six monthly reviews were in place to ensure personal plans were current and relevant.

Previous area for improvement 2

To ensure the environment is safe for minded children the childminder should develop a formal record of her risk assessments and of any action taken to address concerns.

This is to ensure that care is consistent with the Health and Social Care Standards which state "My environment is secure and safe" (HSCS5.17).

This area for improvement was made on 10 October 2022.

Action taken since then

Risk assessments had not been further developed since the previous inspection and a further area of improvement has been made within this report

Previous area for improvement 3

Policies and procedures should be reviewed in line with best practice guidance to support effective delivery of the service. Changes to policies and procedure should be shared with parents.

This is to ensure that care and support is in line with the Health and Social Care Standards (HSCS) which state "I experience high quality care and support based on relevant guidance and best practice." (HSCS 4.11).

This area for improvement was made on 10 October 2022.

Action taken since then

Policies and procedures have been reviewed and incorporated into the service welcome pack. These have been shared with parents.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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
2.1 Quality of the setting for care, play and learning	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?	3 - Adequate
4.1 Staff skills, knowledge and values	3 - Adequate

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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