

Butterflies Childcare Child Minding

SOUTH QUEENSFERRY

Type of inspection:
Unannounced

Completed on:
31 May 2023

Service provided by:
Nicola Rennie

Service provider number:
SP2009973867

Service no:
CS2009206059

About the service

Butterflies Childcare is provided by Nicola Rennie from her home in South Queensferry, Edinburgh. The childminder can care for a maximum of six children at any one time up to 16 years of age of whom no more than 6 are under 12 years; no more than 3 are not yet attending primary school and; no more than 1 is under 12 months. Numbers include the children of the childminder's family/household.

The service is situated in a residential area with good links to local transport. School, nursery, shops and play parks are within walking distance.

About the inspection

This was an unannounced inspection which took place on Monday 29 May 2023 between 12:00 and 14:00. 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 seven families.

We gave feedback to the childminder by phone on Wednesday 31 May 2023.

Key messages

- Children were happy and having fun.
- 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.
- To support continuous improvement the childminder should develop approaches to self-evaluation and quality assurance.

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

Quality indicator 1.1 Nurture and Care

Children were happy 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 friendly" and the setting is a "Home from home".

Personal plans had been improved 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 gathering information and following routines from home. This supported a continuity of care and familiarity for children. Communication with parents throughout the day helped them feel reassured and involved in their child's day.

The childminder told us that children mostly slept in buggies. This did not meet with best practice guidance as children should be placed onto a firm, flat surface to sleep. The childminder should review sleeping arrangements, by using cots or sleeping mats to ensure that sleep practices are in line with safe sleeping guidance (see area of improvement 1).

Children were protected from harm by a childminder who understood their responsibility in relation to safeguarding. The childminder had completed child protection training and was confident in recognising and responding appropriately to any concerns about children's welfare.

Mealtimes were a relaxed and sociable experience. Children sat together at the kitchen table which helped to encourage good eating habits. Parents supplied children's meals and the childminder provided healthy option snacks, including a range of fruit. This contributed to a well-balanced diet. The childminder recognised the importance of supervising mealtimes and sat with children as they ate. We saw lots of engagement and chatting between the childminder and children. This contributed to the development of early language and social skills.

Quality indicator 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. They reflected children's current interests including books, cars, dolls and art and craft materials. Parents told us they liked the range of activities provided for their children including "games and art and crafts".

The childminder had been building on natural resources and loose parts for children which included pegs, curtain hooks and pine cones, to help stimulate their creativity, imagination, and problem-solving skills. Children would benefit from the addition of more of these types of resources to fully engage children and sustain their thinking.

Literacy and numeracy were promoted during play activities. Children were able to access a variety of books, and the use of songs and rhymes promoted early communication and language skills. One child had a keen interest in colours, shapes and numbers and excitedly pointed at and shouted out the colours on a wall chart. The childminder engaged with the child encouraging and praising their achievements.

The childminder made good use of local community resources to support and extend children's experiences. These included trips to the local park, local toddler groups and woodland walks. This supported them to develop their physical skills and promoted general health, wellbeing and confidence.

The childminder should consider ways of evidencing children's experiences. We discussed with the childminder how this could be developed further by dating experiences to enable 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 were cared for in a warm, welcoming and nurturing environment. It was clean, well furnished and well ventilated. Children had space to play or could choose to relax on sofas. Resources were stored tidily and enabled children to have choice and select them independently. One parent commented "Great setting, very homely".

The spread of infection was minimised as effective infection prevention and control measures were in place. For example, handwashing and good nappy changing practices. 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 sand trucks and ride on toys. A further grassy area to the front of the house provided further opportunities to develop gross motor skills. For example, running and ball games.

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.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

3.1 Quality assurance and improvement are led well

The childminder had a friendly and welcoming approach with children and families. This supported the development of trusting relationships. 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 "We are happy with the service."

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 identifying 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?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality indicator 4.1 Staff skills, knowledge, and values.

Children benefitted from the childminder's warm and responsive approach and we saw positive interactions which helped children to feel valued and included. All parents agreed to the statement "I am confident that staff have the appropriate skills, knowledge and experience to care for my child and support their learning".

Since the last inspection the childminder had accessed a range of online training including, Adverse Behaviour, Autism and ADHD. As a result children benefitted from the childminder's motivation to improve the quality of experience they were offered. We suggested that the childminder kept records of all professional development activities they had participated in. This would assist the childminder to reflect on their learning and evidence any impact on children's experiences.

The childminder had recently started to review best practice guidance to inform their approach. They recognised that identifying further professional learning opportunities to extend their knowledge would improve experiences and outcomes for children.

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.

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 further support the planning and monitoring of children's needs and progress, personal plans should have up to date information outlining their care and support, which is reviewed at least every six months with parents.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which states 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'. (HSCS 1.15)

This area for improvement was made on 21 April 2022.

Action taken since then

Personal plans had been reviewed and were effective in supporting children's needs. Six monthly reviews were carried out with parents to ensure information was current and relevant.

Previous area for improvement 2

To ensure children's play experiences are high quality and meaningfully support varying age groups, the childminder should engage in professional development, including training and use of best practice documents.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which states that: 'I experience high quality care and support based on relevant evidence, guidance and best practice'. (HSCS 4.11)

This area for improvement was made on 21 April 2022.

Action taken since then

The childminder has become more familiar with best practice documents and is currently carrying out training online including Adverse Behaviour, Autism and ADHD.

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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