

Taylor, Freida Child Minding

Aberdeen

Type of inspection:
Unannounced

Completed on:
29 September 2023

Service provided by:
Freida Taylor

Service provider number:
SP2003900283

Service no:
CS2003001528

About the service

Freida Taylor delivers a childminding service from her home, located in a quiet residential street in Aberdeen. The children have access to a playroom, living room and conservatory with patio doors leading to a fully enclosed garden. They also have use of the kitchen for snack and craft activities and access the downstairs bathroom. The childminder is also a foster carer and at the time of the inspection visit, she was caring for five children after school.

The service is registered to provide a care service to a maximum of eight children at any one time under the age of 16 years, of whom no more than six are not yet attending primary school and of whom no one is under 12 months. Numbers are inclusive of children of the childminder's family. Mr William Taylor has been approved as an assistant for the service. The entire upper floor is not to be used for childminding purposes.

About the inspection

This was an unannounced inspection which took place on 27 October 20023 between the times of 14:30 and 17:00. 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 with children using the service and two of their parents/carers
- spoke with the childminder and their assistant
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children received nurturing and kind care from the childminder and their assistant.
- Positive relationships had been built between the childminder and the children and their families.
- Children were encouraged to be independent and have their voices heard.
- The childminder should establish a system to support them in evaluating the service they provide and identifying any areas for improvement.

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/people and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Children received nurturing care and support from the childminder and assistant who were kind, caring and responsive to their needs. For example, the childminder spoke warmly with each child and listened attentively to their wishes. As a result, the children were happy, comfortable and confident in the childminder's care. Parents told us they were happy with the care their children received.

Strong and trusting relationships had been formed between the childminder, assistant, children and families. The childminder and assistant had cared for the children over many years and knew the children very well. They provided lots of smiles and encouragement as the children were supported to make choices. This included where they spent their time and what they wanted to do. As a result, children felt included, safe and secure.

Since the last inspection children's personal plans had been developed and were now in place for every child. The plans included the information needed to keep children safe, such as any medical needs and where they may need extra support. We advised that more care should be taken to accurately record the dates of reviews and updates. This will support the identification of most relevant information and ensure reviews are held with parents every six months as required by legislation.

Snack time was a relaxed and unhurried experience for children. They were able to choose what they wanted to eat. Their independence was supported as they prepared their own fruit. Fruit and water were readily available to promote healthy eating and keep children hydrated. The childminder and assistant chatted with the children during snack time, encouraging and maintaining positive relationships and supporting communication skills.

Children's safety was promoted by the childminder and assistant who showed a clear understanding of their role and responsibilities in safeguarding children. The childminder and assistant accessed child protection training annually and were confident in recognising and responding appropriately to any concerns.

Quality Indicator 1.3: Play and learning

Children were happy and relaxed in the childminder's home. On the walk back from school they chatted with each other and the childminders, discussing what they wanted to do once there. Children were with the childminder for a short period of time each day, usually before and/or after school. They were able to choose where and what they played with, supporting them to lead their own play and follow their interests. The childminder interacted with the children in a responsive nurturing way, providing praise and encouragement and reassurance when necessary. This supported the children's confidence and self-esteem.

There were a range of activities and opportunities available, for example, arts and crafts, games, books, and access to outdoors. The childminder showed some skills in supporting numeracy concepts and language and literacy during their interactions with the children. For example, they spoke naturally about time and

fractions when discussing snack. Children found a ladybug outside and this initiated a lot of conversation about colour, bugs and seasons which the childminder supported. The childminder's interactions with the children were kind and supportive, ensuring they had time to respond and everyone had a chance to contribute.

Children and the childminder told us how they sometimes visited local parks and shops. This extended children's experiences and supported them to feel part of their community. The childminder supported children's development and interests when appropriate. For example, one child's interest in football was supported by providing opportunities for them to practice in the garden and at the park. Lots of encouragement given when achievements were made, with the childminder showing pride in the children's accomplishments. However, there was no record kept of children's achievements or strategies to support these. We discussed how including this information for children would give opportunities to reflect on children's progression and identify any barriers to their learning and development.

How good is our setting?

4 - Good

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

Quality Indicator 2.2: Children experience high quality facilities

Children benefitted from a homely, comfortable and well-furnished environment, which helped them feel safe and secure. They had access to the downstairs area of the house. This included a large playroom, areas with soft furnishings to rest and relax and a kitchen area for crafts, board games and snack. A separate room was accessible to children who may want a quieter activity such as reading. We observed children confidently moving around the home promoting choice and independence. There was direct access to the enclosed garden via the conservatory which provided natural light and ventilation to support children's health and wellbeing.

The childminder provided a child-centred approach where children had access to a variety of resources to support different play experiences. Resources were kept on shelves in the sitting room which were easily assessable for the children. Children were confident in asking the childminder for anything that they needed to extend their interests. For example, one child asked for the iPad to look at bugs following their conversation.

Children's safety and wellbeing was promoted through effective infection control practices. To support this, the childminder continued to operate a system where children entered the home via the back door and exited through the front door. Children were observed washing their hands on arrival and before snack, helping minimise the spread of infection.

Measures were in place to keep children safe. Risk assessments of the indoor and outdoor environment had been completed, safety gates were used effectively, and parents rang the doorbell on arrival. Children demonstrated an awareness of safety and were accompanied to the door by the childminder. Children's personal information was stored securely to ensure families privacy and confidentiality. The childminder took care to protect the privacy of the children and their families when discussing their needs and sharing information with parents.

How good is our leadership?

3 - Adequate

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

Quality Indicator 3.1: Quality assurance and improvement are led well

There was no statement of aims or vision statement available during the inspection. The children may enjoy drafting a vision statement with the childminder. This would help children; their families and the childminder ensure the service reflected the views and needs of those accessing it.

The childminder had known all the children and their families for a number of years. Strong relationships had been formed and parents told us the childminder was approachable and they would not hesitate to raise any issues or share any information. One parent told us that they had experienced a few childcare services and this one was where their child was happiest. Communication was mostly verbal during drop off and pick up times. However, the childminder did support this with the use of WhatsApp to share photos and further information.

Children had completed information sheets to say what they wanted to do while in the childminder's care. Parents had completed similar sheets stating what they expected for their child. This information was used to help the childminder provide new activities or resources.

While general information sharing was good, there was no format in place for parents' feedback to be used in the evaluation and development of the service. The childminder felt that children were happy and parents were happy and was confident that they would discuss any issues with them. They did not have a robust system in place to evaluate their service. This meant the area for improvement given at the last two inspections had not been met. This has been carried forward, see area for improvement below and outstanding areas for improvement further in the report. We suggested that accessing resources such as the self-evaluation toolkit and your childminding journey via the Care Inspectorate website may support the childminder in establishing a system of review and evaluation.

The childminder was able to discuss intended improvements such as the development of the garden area. We suggested that they record an improvement plan based on the SMART (specific, measurable, achievable, relevant and timebound) format. This should support them to drive planned improvements in a timely manner and identify and measure positive impacts for children's experiences.

Areas for improvement

1. The childminder should continue to develop quality assurance by implementing more formal systems that enable quality of the service to be evaluated. Gathering parents' and children's views should be part of this process. This will help identify any areas for improvement that will improve outcomes for families.

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 a robust and transparent quality assurance processes' (HSCS 4.19).

How good is our staff team?**4 - Good**

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

Quality Indicator 4.3: Staff deployment

The childminder and her assistant had a good working relationship with each other, which helped create a positive environment for the children. They were kind, caring and supportive to meet the needs of the children. They worked well together as a team, ensuring that all children were appropriately supervised and supported.

Core training, such as first aid and child protection had been completed by the childminder and assistant. This supported them in keeping children safe and well. The childminder had also accessed further training such as online courses on understanding children and children's perspectives on play. They were confident in telling us how this impacted their practice, such as including more natural resources and encouraging outdoor play. When the childminder attended training they shared the information with their assistant. This supported a shared strategy of support for children.

The childminder had accessed 'Realising the Ambition' as recommended at the last inspection. We suggested that further use of best practice guidance would support the childminder in their professional development. This would also support them ensure they reflect the latest advice and research in their practice.

Children benefitted from a relaxed and unhurried flow to their afternoon routine, this supported them to feel comfortable and confident. The childminder took time to talk with parents when they collected their children. This promoted a continuity of care through sharing of information and helped parents know their child's experiences. The childminder and their assistant were experienced in childcare and able to promote the relaxed and comfortable atmosphere which was enjoyed by children and parents.

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 support children's health and wellbeing, the childminder should continue to develop all children's personal plans to ensure they meet their needs, wishes and choices are met.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as my 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 1 May 2023.

Action taken since then

Personal plans were now in place for every child. Information was held on children's and parents' wishes for their time in the childminder's care.

This area for improvement has been met.

Previous area for improvement 2

The childminder should continue to develop quality assurance by implementing more formal systems that enable quality of the service to be evaluated. Gathering parents and children's views should be part of this process. This will help identify any areas for improvement that will improve outcomes for families.

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 a robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 1 May 2023.

Action taken since then

No action had yet been taken on this area for improvement.

This area for improvement has not been met and will remain in place. (See 'How good is our leadership?')

Previous area for improvement 3

To support positive outcomes for children in her care, the childminder should develop her skills and knowledge of best practice guidance. This includes but not limited to, Realising the Ambition. She should use this to identify and improve areas of her service to ensure the needs and potential of each child is met.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child 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).

This area for improvement was made on 1 May 2023.

Action taken since then

The childminder has attended training since the last inspection and shared information with the assistant. Some best practice guidance has been accessed.

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.

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
4.3 Staff deployment	4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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