

Lisa Burne Childminding Child Minding

Lauder

Type of inspection:
Unannounced

Completed on:
18 October 2023

Service provided by:

Service provider number:
SP2012983321

Service no:
CS2012306817

About the service

Lisa Burne provides a childminding service from the family home in the rural town of Lauder, in the Scottish Borders. The service is close to local amenities including green spaces, the local nursery and the town centre. The service is delivered from the ground floor of the family home where children have access to the lounge, dining area, kitchen and downstairs bathroom. Children also have access to an enclosed rear garden and spend a majority of their time outdoors in the local community.

The childminder is registered with the Care Inspectorate to provide a care service to a maximum of 6 children at any one time under the age of 16 of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of the childminder's family.

From 13 September 2023 until 20 December 2023 (or before if a child leaves the service) as identified in the variation request dated 9 August 2023 on a Wednesday term time only between the hours of 09:00 until 15:00 the childminder may care for a maximum of 7 children at any one time under the age of 16 of whom no more than 4 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of the childminder's family.

Minded children can only be cared for by persons named on the certificate.

No overnight care will be provided.

About the inspection

This was an unannounced inspection which took place on 18 October 2023 between 11:30 and 13:30. 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
- took account of views and comments from four families using the service
- spoke with the childminder
- observed childcare practice and daily experiences for children
- reviewed documents.

Key messages

- Children were relaxed and confident as a result of positive relationships and interactions with the childminder. They experienced nurturing and loving care.
- The childminder made very good use of the local outdoor spaces and the local community, supporting children to be active and involved.
- Parents were happy with the service and valued the relationship that the childminder had with their children.
- Records could be updated more regularly to ensure that they reflected children's current 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

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 1.1: Nurturing care and support.

Children were happy, comfortable and having fun in the setting. The childminder had developed positive relationships with children which resulted in them being confident in her care. The childminder knew children well and described the individual care that each child received. The very good understanding of nurture and the importance of building resilience in children helped to build strong bonds between the childminder and children. A parent commented "The nurture that is given to the children makes it very much a home from home environment."

Children benefitted from having predictable and consistent routines which helped them to feel safe and secure. Children told us that they had lunch after washing their hands and had a story after lunch before having a nap. Children spent significant periods of time outdoors in the local countryside but the childminder always tried to ensure that routines were followed.

Mealtimes were a positive experience as children benefitted from a healthy balanced diet and opportunities to chat to each other at the dining table. The mealtime experience was calm and well paced to meet children's needs. Children were able to ask for more to eat or drink and were well supported by the childminder at this time. The childminder spoke about referring to best practice guidance to plan meals. Children were therefore supported in developing healthy eating habits.

Children's emotional resilience was built by the childminder's sensitive and informed approach to behaviour. Positive discussions, consistent messages and reassurance were used to build children's self-confidence.

Personal plan information was held for all children and gathered relevant information on specific needs, supporting responsive care. However, we could not always see evidence these were reviewed regularly. We reminded the childminder that these must be reviewed at least once every six months or sooner if there are any changes. All personal plan information should now be reviewed by parents, dated and kept under regular review.

Quality indicator 1.3: Play and learning.

Children had very good opportunities for fresh air and exercise. They spent considerable parts of the day outdoors using the local woods, walks, rivers and green spaces. Parents told us that they valued these outdoor opportunities and commented "Plenty of outdoor play whatever the weather, always wrapped up and cosy!" "The huge variety of outdoor activities offered." "Lisa adapts her activities and play experiences in response to the children in her care. She takes them on adventures and helps them to develop and thrive."

The childminder had a very good understanding of play and learning and how to provide this through fun, exciting and experiences that followed children's interests. The scrap books for each child provided very good evidence of the range of learning activities children took part in and included learning outcomes or skills being developed. Children excitedly told us some of the things that they did when out in the woods and playing at the river. "We hide and play in the bushes!" "You need wellies to play in puddles."

When indoors there was a good range of resources for children to use. These were within easy reach and could be selected by children. Children played with the small world resources for a significant time during our visit. The youngest child was very content to explore textures and shapes while other children selected books to look at or have read to them. While some children slept one child benefitted from more complex resources and had some 1:1 play time with the childminder.

On the day of our unannounced visit children had been on a walk and to the local soft play centre. The childminder often worked with other local childminders to provide children with small group care experiences. This had helped children form relationships with other children prior to going to the local early learning provision.

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.

The home provided children with a warm, welcoming and safe environment. The home was well arranged to provide children with sufficient space for their care and play. The small garden to the rear of the home was used regularly for physical and messy play when the children did not have outings to the local green spaces planned. Children were familiar with the environment and we observed that they were comfortable and 'at home' in the setting.

Children benefitted from procedures to enhance infection prevention and control. Children told us they washed hands after being outside and before they had lunch. Handwashing, that we observed, was embedded practice and well supported by the childminder. The home was clean and areas such as the kitchen and toilet were safe and well arranged for children to use.

The childminder ensured children's safety through the use of risk assessments. These included risk assessments for outdoor activities and the supervision of children in the outdoor environment. To support children to learn about their capabilities the childminder also carried out risk benefit assessments to enable children to take part in appropriate risky play.

The childminder had a very good understanding of general data protection regulations (GDPR) and held information about children safely. Parents had been informed of how their data would be stored, used and who would have access to it. Discussion with the childminder evidenced a very good understanding of confidentiality and the rights of children and parents to have information about them kept in a safe and professional manner.

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 indicator 3.1: Quality assurance and improvement are led well.

The childminder had a working knowledge of the document 'A quality framework for daycare of children, childminding and school-aged childcare'. She had used the document to assess the quality of her service and identify areas where the service performed strongly and areas where changes or improvements could be made. Improvements were clearly identified with timescales and descriptions of what needed to be achieved. This helped the childminder with continuous development and improvement of the service.

Children were included in the setting through the childminders approach to meeting individual needs. The childminder actively listened to children and provided opportunities for them to give suggestions and make choices. Parents were asked to give regular feedback about the service and they all strongly agreed that communication with them was very good.

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 committed to providing positive outcomes for children and enjoyed the important role they played in children's lives. Parents commented that they valued the childminders knowledge and childcare experience. One parent commented "I often seek Lisa's advice and make use of her wealth of knowledge and experience in my own parenting journey."

To enhance her professional knowledge the childminder had carried out training in additional support needs, child protection and food hygiene. There was good use made of good practice documents such as Setting the Table and information provided by the Scottish Childminding Association and the Care Inspectorate.

The childminder valued the outdoor environment as a learning tool for children. To enhance her skills in providing a wide range of outdoor opportunities she had carried out research and projects in this area. Children had completed the Natural Health Award which had helped the childminder develop activities and outdoor skills.

The childminder met regularly with other childminders in the local area. They had used this opportunity to carry out reflective discussions and share their experiences. Discussions with the childminder provided evidence of a considered approach to the development of the service and their own professional learning. This helped to ensure that training or reading had an impact on the outcomes for children.

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 arrange training on elementary food hygiene, first aid, child protection and infection control.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 2 - A safe environment and Standard 3 - Health and wellbeing

This area for improvement was made on 3 March 2016.

Action taken since then

The childminder had completed core training to enhance the quality of care for children.

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?	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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