

Torrie, Elza Child Minding

Cupar

Type of inspection:
Unannounced

Completed on:
10 October 2023

Service provided by:
Elza Torrie

Service provider number:
SP2003908550

Service no:
CS2003014124

About the service

Elza Torrie operates a childminding service from their family home in Cuparmuir, Cupar, Fife. They are registered to provide care to a maximum of seven children at any one time under the age of 16, of whom, no more than four are not yet attending primary school and of whom, no more than one is under 12 months. Numbers are inclusive of the childminder's family.

Children have access to the living room, large kitchen-diner, hall, downstairs bathroom, and large enclosed back garden. Schools and nurseries are near the service and can be reached by transport.

About the inspection

This was an unannounced inspection which took place on Tuesday 10 October 2023 from 11:45 and 14:15. 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:

- spoke with children and observed their play
- spoke with one family in the setting and received feedback from two families through an electronic link
- spoke with the childminder
- observed practice and daily life
- reviewed documents

Key messages

- Children were happy, settled and having fun that supported their play and learning.
- Children experienced care and support from a childminder who was committed to their role.
- The childminder valued the importance learning outdoors had on children's wellbeing and made very good use of the community.
- Positive attachments had been made between children and the childminder.
- Children were supported to develop important life skills through everyday activities.
- The childminder supported literacy and numeracy development through high quality play and learning opportunities.
- Children experienced a homely environment where they felt safe and secure.

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 evaluated this key question as very good, where major strengths supported positive outcomes for children.

Quality indicator 1.1-Nurturing care and support

Children experienced kind, nurturing care from the childminder who knew their individual needs and personalities. Children's wellbeing and safety was at the heart of the childminders approach and reflected families' preferences. Families commented "I like that my child is safe and looked after like one of Elza's own", "Elza's home is like home from home for my children. She cares for my children and other children as if they were her own." Interactions between the children and the childminder were warm, encouraging, and responsive. One child said "Elza looks after us really well." This meant children felt safe and secure as they played.

Children experienced a mealtime that was calm, unhurried and at their pace. Children told us the childminder asks them every day what they would like, knowing their likes and dislikes. Foods were nutritious and balanced in line with guidance. The childminder sat with children at the dining table, used the opportunity to talk about their morning activity and plan what they would like to do in the afternoon. Safety seats were used to ensure younger children were safe whilst eating and included in the rich mealtime experience with their peers. Younger children were supported to feed independently, this encouraged them to develop important life skills. They made good use of the Care Inspectorate mealtimes practice note to ensure this routine offered children a sense of belonging, promoted social interactions and healthy food habits. As a result, children developed confidence and had ownership of this routine.

Children's safety and emotional security was promoted through homely, comfortable spaces to rest and relax. At the time of our visit, no children had a nap, however, the childminder had safe sleeping equipment and demonstrated a very good knowledge and understanding of the importance of guidance to support safe sleep routines.

Children had personal plans in place that supported their overall wellbeing. Plans provided detailed information on how the service was supporting their learning and development. These were reviewed regularly with families in line with guidance. Parents felt the childminder had children's best interests at heart and were very happy with the care and support children received. Families commented "my child has come on leaps and bounds since coming here", "Elza is a fantastic childminder".

The service had a system in place to record and monitor children's medication to ensure safe administration. At the time of our visit, no children required medication. However, we were confident the protocols in place would support children's health care needs.

Quality indicator 1.3-Play and learning

Children were leading their play and learning through a balance of planned activities and free flow play. The childminder knew children's preferences and supported them to make choices from a wide selection of resources. Toys were accessible to children from low level cupboards within the living room and resources were available in other play spaces.

Children spoke about their favourite toys and were able to recall play experiences. They told us about a recent trip to the conker park where they collected leaves and made houses for the snails. Families commented, "My child comes home every day having learned something new, whether it is a word, colour, dance", "Elza will always go to the extra effort to do things that suit each child".

Play experiences supported children's language development as the childminder used daily opportunities to talk with children, introducing new language. As a result, children continued to develop literacy skills in fun any meaningful ways.

Planning for children's experiences were based on their likes and wishes. The childminder had a great passion for learning in nature and the benefits to children's wellbeing this offered. Children benefitted from daily opportunities to explore the wider community, making connections in nature, and developing an appreciation of the world around them. Families commented on how they liked the childminder made use of the community to support learning.

The childminder had a very good understanding of child development and the importance of valuing every child as an individual. This meant that children's emotional resilience and learning was supported through rich experiences that were meaningful to them. As a result, children had fun as the childminder was attuned to their individual needs.

Children experienced high quality interactions from the childminder as they played. Effective use of questioning sparked children's thinking, promoted recall of learning and curiosity to explore further. This meant that children made progress in their play and learning.

Children had journals that recorded observations and pictures of activities they had taken part in to support their development. Journals were shared regularly with children and families. Children took their journals home when they were filled with pictures. This allowed them to revisit learning and share experiences with their family. We suggested the childminder look at using floor books in the setting to capture children's thoughts. This would support children to revisit learning with their peers.

How good is our setting?

5 - Very Good

We evaluated this key question as very good, where major strengths supported positive outcomes for children.

Quality indicator 2.2 -Children experience high quality facilities

Children benefitted from a homely, comfortable, and spacious setting that was very well maintained and organised. Play spaces were light and well ventilated. Children had access to a large living room, kitchen-diner, secure and private back garden, and downstairs toilet facilities. They were able to move freely between areas, giving them space to play and explore. As a result, they were able to lead their interests and have fun as they played.

The childminder had effective systems in place for the monitoring and maintenance of the setting. Daily checks were carried out of the environment to ensure spaces were safe. This meant that children experienced a service that prioritised their wellbeing and met their needs.

The childminder risk assessed play spaces and experiences to ensure any potential risks were minimised. We suggested the childminder involve children in the risk assessment of trips and outings. This would support them to develop a greater understanding of their wider world and how to manage risks in play.

Robust infection prevention and control practices and following food safety guidance ensured children were safe as they played and enjoyed foods. Children had a very good awareness of hand hygiene routines. For example, they washed their hands when entering from outdoors and before lunch. Children told us "We need to wash our hands when we come in." The childminder had policies and procedures in place that ensured a consistent approach in the service. Policies were shared with families in their welcome pack. This provided information on how the service would meet children's needs through the experiences offered. As a result, children and families benefitted from a service that was high quality, safe and secure.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good, where major strengths supported positive outcomes for children.

Quality indicator 3.1 -Quality assurance and improvements are led well

The childminder had clear aims and objectives for the service that reflected their aspirations for children. This included daily opportunities to learn outdoors and engage with nature to support children's health and wellbeing.

Children and families experienced a welcoming, homely ethos from an experienced childminder who valued partnership working to meet their needs. Children's views were sought daily through discussions as they were involved in deciding how they spent their day. Families were kept informed of children's learning and success through online messaging and daily chats at drop off and pick up times.

The service used the Care Inspectorate's document 'A quality framework for daycare of children, childminding and school aged childcare' to evaluate the experiences offered to children. They also used regular questionnaires to gather families' views on what the service was doing well and what they could further develop. Feedback from children and families was very positive.

They felt no improvements were needed. Families commented "I would give the service five stars", "There genuinely isn't anything I would change." We gave the childminder suggestions on how to document children's voice in simple and effective ways through everyday activities. This would further support the very good experiences they are offered.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where major strengths supported positive outcomes for children.

Quality indicator 4.1 -Staff skills, knowledge, and values

Children experienced warm, kind, and compassionate care. This meant they felt valued, safe, and secure. The childminder provided individualised support as they engaged with children. We could see strong attachments had been formed as children received cuddles and reassurance as they played. The childminder was very good at reading children's cues. As a result, children's needs were met.

The childminder was registered with the 'Scottish Child-minding Association' (SCMA) and made very good use of this to support their service. This included using the SCMA documents to record and review children's information. This ensured the service had detailed records to meet children's needs and preferences. This meant children received care and support that was right for them.

The childminder was committed to their role and regularly took part in training sessions and professional reading. Training included first aid, keeping children safe and healthy, food hygiene and the importance of being active. They were able to reflect on skills learned and talk about the impact this had on positive outcomes for children. This meant children received care from a childminder who valued the importance of continuous professional learning.

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

We recommend the provider ensures all information regarding minded children and their care needs is reviewed at least once every six months or as needed and in partnership with children and parents. Gathering more information about the children's overall wellbeing and characteristics will help to ensure that an appropriate personal plan is in place and remains up-to-date. This will result in current legislation being met and care and support which remains relevant to children's individual needs.

This is to ensure care and support is consistent with the Health and Social Care Standards: My Support My Life; 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" (HSCS 1.15).

This area for improvement was made on 3 July 2018.

Action taken since then

Children had personal plan that detailed their individual needs, progress and development. Plans were reviewed and updated every 6 months with families. This included changes to health, medical and care routines. Children had large books where observations of learning and fun activities were recorded using the wellbeing indicators to structure the evidence.

We were satisfied progress had been made and this area for improvement had 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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