

Happy Bunnies Child Minding

Dundee

Type of inspection:
Unannounced

Completed on:
20 November 2023

Service provided by:

Service provider number:
SP2008972019

Service no:
CS2015342483

About the service

Denise Lonie operating as 'Happy Bunnies' is registered to provide a care service to a maximum of 6 children under the age of 12 at any one time of whom no more than 3 are not yet attending primary school and no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family. Overnight care may not be provided. Minded children cannot be cared for by persons other than those named on the certificate.

The service is provided from the childminder's family home in a residential area of Dundee, close to schools, nurseries, parks and shops. The childminding areas within the home include the living room, kitchen diner and bathroom. There is a secure garden to the rear of the house with a range of outdoor toys available for the children.

About the inspection

This was an unannounced inspection which took place on Monday 20 November 2023 between 09:50 and 13:00. The inspection was carried out by one inspector from the Care Inspectorate. There was one Care Inspector undertaking a shadowing opportunity.

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:

- spent time with the very young minded child using the service and reviewed two MS Form responses from parents;
- spoke with the childminder;
- observed practice and daily life;
- reviewed documents.

Key messages

- Children were cared for in a warm and homely environment.
- Children were supported well by the childminder to settle and feel secure in the service.
- Positive relationships had been developed between the parents and childminder.
- The childminder was committed to the continued development of her knowledge, skills and practice.
- The childminder should continue to evaluate her service, using evaluation tools, to support the further improvement of the service.

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 experienced kind, nurturing care from the childminder, who knew their individual needs and personalities. The young children currently attending the service had only recently started and settling in visits had been arranged dependent on the individual needs of the children and families to support their transitions into the setting.

The minded child present during the inspection was supported very well by the childminder. The child cuddled into the childminder and had a sleep in her arms. The childminder's interactions with the child were calm, warm, encouraging and responsive. She gave the child comfort and reassurance as was needed throughout the inspection and gave the child time on her knee to fully waken after her nap. This caring approach supported the child to feel safe and secure.

Effective communications between the childminder and parents ensured the daily sharing of information about the children and their individual needs and interests. The childminder spoke with parents at drop off/ collection times and sent daily summaries of the children's day along with photographs through a private Facebook page. These communications kept parents informed and included in their children's lives whilst at the childminding service.

Snack and mealtimes were unhurried, relaxed experiences where children's individual needs were supported by the childminder. The snacks and meals were provided by the childminder who was fully aware of the children's likes and dislikes. She ensured nutritional guidance was considered and followed when planning and preparing food. The childminder sat with the minded child, chatting and repeating words as the child independently fed themselves. The child was encouraged and praised as they ate. This supported them to feel confident, secure and valued.

Personal plans were in place for the children, containing detailed information to help the childminder care for and support the children as individuals. The childminder was aware that plans were to be reviewed at least every six months with parents. They should be signed and dated by parents to confirm all information is current. We asked the childminder to ensure the accurate recording of dates when personal plans were completed, reviewed or updated and that consistent communication methods were recorded within all the plans. This ensures that all communication methods are shared with parents.

The childminder was fully aware of her responsibilities in keeping children safe and protected. The childminder had undertaken an advanced child protection course to ensure her knowledge, skills and practice were up to date. She was confident in the procedures to follow should she have any concerns regarding the children and would contact the relevant agencies. Whilst there were no children currently requiring medication, appropriate paperwork was available to be completed should it be needed. The childminder knew of the safe storage for the medication to keep it out of reach of children and stored as dependent on the medication.

Quality Indicator 1.3 Play and learning

The minded child had fun playing and learning in the childminder's home. There was a selection of toys and resources easily accessible to the child to encourage their exploration, curiosities and imagination. We saw the child move freely around the resources, choosing where they wanted to be and with what. The childminder sat with the child on the floor, engaging with the child as they explored what was on offer.

The childminder reinforced words and sounds with the child to encourage familiarity in language and vocabulary. Colours and counting were part of the child's play, as the childminder pointed to resources, naming the colour and counted as resources were moved around.

Children's interests were known and discussed by the childminder. She discussed the children's development and how this was supported in the setting through resources, activities and experiences. A parent told us "She is very well organised, shows great planning and is always doing something new to keep the children engaged". There was a range of natural resources and colourful plastic resources which encouraged and supported the children's play and learning. Resources were rotated to ensure there was a variety of different resources available to the children when they attended the service.

The childminder recorded observations of the children's learning and development. These observations were reflected upon and where appropriate, next steps were identified. These reflections were also used to plan new learning opportunities to support children's individual learning needs.

Good use was made of the garden and the community. For example, the children had fun going to the library for stories and Bookbug sessions, they went to the parks, soft play and the Science Centre. The childminder discussed ensuring the children's experiences were age appropriate. A parent said, "Denise is very good with the children, she takes them out to do different activities and lets them explore".

Photograph books were used to share the activities and experiences children participated in with parents. These books also offered the children opportunities to revisit their play and learning. We saw photographs of the previous minded children involved in many different activities and experiences, such as, creating structures using a variety of loose parts and going for walks in the woods, looking at the nature around them.

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

Children and families experienced a warm, welcoming and homely environment. The childminder's home was clean, tidy and well maintained. Children had ample space to move around unhindered, exploring and choosing what they wanted to play with. As a result, they were able to lead their interests and have fun as they played. A parent shared "Denise's home is always immaculate. She keeps it very clean and tidy. Every morning at drop off I see the set up for the children for the day, she has activities already laid out and organised and informs me of their plans for the day. Her house is very homely and comfortable and we have all felt very welcomed there".

There was a range of age-appropriate books and resources which were of interest to the children, encouraging and supporting their play and learning. The resources were easily accessible to the minded

child, situated on the floor in wicker baskets or trays. Small child height tables and chairs supported the children to be comfortable as they accessed resources available on the table or sat round in their low chairs having snack or lunch in the kitchen diner. This supported the children to feel secure and valued.

The childminder supervised the child well, whilst encouraging their confidence and independence. The childminding areas were visually risk assessed before the children attended the service each day to ensure all risks were identified and addressed. Written risk assessments were in place for the indoor and outdoor environment and for a variety of outings and experiences the children participated in, ensuring all risks were identified and children were kept safe.

Infection control measures were in place to minimise the spread of infection within the service. The environment was cleaned and tidied daily, resources were cleaned/washed after use, the childminder and children washed their hands regularly and the childminder used Personal protective Equipment (PPE) when nappy changing.

Children's information was stored in a locked file and the childminder was aware of the importance of confidentiality.

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 clear aims and objectives for the service which were shared with families when they first attended the service. They explained the direction of the service and encouraged families to be included. This meant that children and families benefitted from a welcoming and inclusive setting.

Children's and families' views were sought to support the continued development of the service. The childminder had used questionnaires and daily conversations to capture their thoughts and suggestions. She had recently used an online survey to gather information and spoke of developing her knowledge of these types of surveys and the data provided. Regular feedback from parents kept them included in the childminding setting.

The childminder used self-evaluation tools to support her in identifying areas of improvement within her setting. She was developing her understanding of the tools and routinely evaluated and reflected on all areas of her service. The childminder discussed her improvements, such as developing a cosy space for the children and gaining more knowledge around the Hygge approach. She had identified further areas to improve and talked of evaluation and improvements being cyclical. We discussed ensuring that identified improvements were given realistic timescales and to prioritise improvements so that they can be focussed upon. We encouraged the childminder to continue with the self-evaluation and reflection of her service to support a routine and robust quality assurance system.

Policies and procedures which underpinned the service and supported the childminder's practice were in place. These were reviewed annually and updated when needed. These were shared with families to keep them informed about the best practice guidance which supported the delivery of the service and the

childminder's practice.

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 kind, caring and nurturing in her approach to the care and support of the minded child present during the inspection. This enabled children to feel safe, secure, loved and valued. The childminder was responsive to the child who became more confident and independent as the morning progressed. The childminder provided a warm and inclusive environment and ethos which put children at the heart of the service. A parent told us "Denise has shown her confidence and experience already in such a short space of time and I am fully confident in her to give my child everything she needs within the setting".

The childminder was experienced and had been childminding for many years. She talked of enjoying her role and supporting children in their play, learning and development. A parent said, "Denise is extremely organised and has provided care plans, activity and plans and lots of other course certificates and things which convey a very organised and experienced childminder".

The childminder kept up to date with best practice and legislation through Care Inspectorate emails, digital magazines and through her reading, researching and discussions with other childminders. She was committed to continuous professional development which supported positive outcomes for the children. Core training had been completed such as, advanced child protection and first aid. A wide range of additional training had also been undertaken, for example, Schematic Learning, ABC and Beyond, Playful Communication and Learning through Risk. The childminder had reflected on her learning and discussed the impact the learning had on outcomes for children. Extensive professional learning, training and engagement with best practice guidance meant that children were supported to thrive and flourish.

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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