

Jade Milne Childminding Child Minding

Aberdeen

Type of inspection:
Unannounced

Completed on:
16 January 2025

Service provided by:
Jade Milne

Service provider number:
SP2020991425

Service no:
CS2020381554

About the service

Jade Milne provides a childminding service from their home in the Northfield area of Aberdeen. Local parks, green spaces and schools are within short walking distances. A bus service provides routes to the city centre and beyond. Play areas for children include a living room, kitchen/dining areas and a bathroom located upstairs in the property. The garden was not safe for use and the children access outdoors by using green spaces in the local community.

The childminder is registered to provide a care service to a maximum of six children at any one time up to 16 years of age:

- Of whom no more than six are under 12 years;
- Of whom no more than three are not yet attending primary school; and
- Of whom no more than one is under 12 months

Numbers include the children of the childminder's family/household.

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 over three days from 14 January 2025 to 16 January 2025. The hours varied between 09:30 and 14:40. 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.

To inform our evaluation we:

- Spoke with children and observed their experiences
- Spoke with the childminder
- Received one completed questionnaire
- Reviewed documents.

Key messages

- Children were happy and confident in the care of the childminder.
- The childminder demonstrated a good knowledge of the children, their different personalities, and traits.
- The childminder had built positive relationships with children and their families.
- The childminder should continue to improve their practice to fully support children in reaching their wellbeing and learning potential.

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?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact on outcomes for children, key areas need to improve.

1.1 Nurturing care and support

Children attending the service were settled, happy and relaxed in the care of the childminder. The childminder provided lots of reassurance to children. This helped children feel loved, safe, and secure. The childminder had built positive, trusting relationships with children and families.

The childminder knew the children very well, describing their interests, personalities and preferences and discussed how they supported these. For example, ways they provided children with support in routines such as mealtimes. The childminder worked in partnership with parents to ensure personal plans contained up to date information about children. For example, one parent told us, 'We discuss my child's next stages i.e. when they started cruising the furniture to walking.' This helped to support children's overall wellbeing.

Meal times had been improved and children enjoyed eating safely at a table along with the childminder. Children enjoyed chatting with the childminder while they ate which helped them develop social skills and enjoyment of meal times. The childminder had a positive approach to help support healthy eating for children. They were excited to tell us all about their fruit for snack. Children were supported to wash hands before meals. This helped support children to learn good habits.

The childminder ensured younger children's sleep routines were sensitively followed. They worked closely with parents to share information such as a child's changing sleep pattern. A cot was available in a separate room which provided a quiet space for the child to rest. The childminder carried out regular checks and a sleep monitor was in place.

The childminder was aware of their responsibilities in keeping children safe from harm. A child protection course had been completed, which kept them up to date with current guidance.

1.3 Play and learning

Children had some opportunities to lead their play by choosing resources and activities to take part in. Children had access to a small variety of toys indoors. The childminder had made some progress in providing activities and resources that were suited to all ages of children. We could see that children enjoyed a variety of play such as, arts and crafts, baking, cars, construction, reading books and sensory play.

Some older children enjoyed science experiments or playing with friends in the school playground. Some younger children enjoyed climbing on the climbing frame and spending time scooping pasta and other 'treasures' into their trucks. One parent told us their child enjoyed messy play, playing with the toys and visiting the local parks.

During play the childminder interacted with children encouraging social skills. Some children found sharing difficult and this was approached well by the childminder by showing children kindness and respect. Play together provided a few opportunities for children to develop in areas such as language and numeracy using fun interactions. We spoke with the childminder and suggested ways in which this can continue to be further developed.

The childminder was taking part in a child development course and was in the early stages of using this to support children's learning. As a result, journals for each child were beginning to reflect children's learning experiences. The childminder had begun to identify important learning next steps for children and how they can be supported. These should continue to be developed to ensure children are learning and progressing well in a way that they enjoy.

How good is our setting?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact on outcomes for children, key areas need to improve.

2.2 Children experience high quality facilities

Children moved freely between the main living and play areas. They used the downstairs of the childminder's home. The living area provided the main play space for children. A dining table in the kitchen provided space to eat meals and have fun with art and craft activities. Children were supervised while they accessed the bathroom and handwashing sink upstairs. The bathroom was kept in a clean, safe and orderly fashion for children to use safely.

The childminder's house provided a homely environment for children to play. Space for children included, soft furnishings to relax and floor area to play. Children's art work was displayed throughout the home. This helped create a warm atmosphere which contributed to children being happy and confident.

The garden area was unsafe for children to play. The childminder explained how planned developments for this area had been unable to go ahead. It was agreed that the garden should not be used by minded children until further work had been undertaken to make it safe. The childminder should now complete a variation request to the Care Inspectorate to reflect this. An area for improvement was made at the previous inspection and has been carried forward (**see area for improvement number 3 in the section of this report 'what the service has done to meet areas for improvement we made at, or since the last inspection'**).

Children had opportunities to benefit from fresh air, exercise and to explore their local community. The childminder was aware of the importance of outdoors for children and regularly used local parks and play areas each day.

The childminder carried out appropriate infection control practices such as washing hands regularly and maintaining safe preparation areas for food. Some areas of the home such as halls and floors that are available for children were not always well presented, clean and of a good standard. We spend time discussing this with the childminder and way in which this may be managed.

The consistent use of a television created background noise and resulted in some children becoming distracted in their play. We discussed that the use of digital devices such as televisions should be monitored going forward and turned off when not in use.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact on outcomes for children, key areas need to improve.

3.1 Quality assurance and improvement are led well

The childminder had a friendly, nurturing, and welcoming approach with children and families which supported the development of trusting relationships and close partnerships. The childminder spoke daily with parents during arrival and departure to exchange information. Photos and messages were shared regularly through social media apps which supported parents to be involved in their children's experiences.

The childminder had made some improvements to the service provided following the last inspection, however, others had not been maintained. This meant that there was limited improvement overall to children's experiences. The childminder had sought support from the local development team. Whilst this was in the early stages the childminder was positive that this would be supportive and help with ongoing improvements to their service.

Self-evaluation to improve the service was in the very early stages. Using the document Health and Social Care Standards the childminder had begun to identify areas of strength and areas that could be developed. For example, the childminder had identified that a quiet area for older children would benefit their wellbeing. The childminder should continue to evaluate their service and create ways to make small but effective improvements for children.

Children and families had informal opportunities to discuss the service and make suggestions for improvements. One parent who returned our online questionnaire had no suggestions for any improvements, and commented, 'Jade is very open to suggestions and ideas through conversations at pick up and drop offs and I know that she will take it all on board.' We discussed ways in which the childminder can use their self-evaluation work to involve children and families to ensure the service meets their needs. **An area for improvement was made at the previous inspection and has been carried forward (see area for improvement number 4 in the section of this report 'what the service has done to meet areas for improvement we made at, or since the last inspection').**

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact on outcomes for children, key areas need to improve.

4.1 Staff skills, knowledge and values

Children were listened and responded to with care, nurture, and compassion. The childminder recognised the importance of responsive interactions with children, and they made themselves accessible to them. For example, they got down to the children's level, and children sought the childminder's attention and

engagement through play experiences. As a result, children had developed strong relationships and attachments with the childminder.

The childminder had developed good relationships with parents. Daily discussions, communication apps, and texts support the exchange of information. Parents welcomed the regular updates and photographs of their children. This helped provide consistent care for children. One parent told us, 'Jade is very friendly, approachable and accommodating. She keeps me informed about my child's day.'

Core training such as paediatric first aid, child protection and food hygiene was up to date which supported the safety of children. The childminder was taking part in a child development course and was in the early stages of using this to support children's learning.

The childminder was seeking support to develop their service and was working with the local development team. This was in the very early stages. The childminder had begun to consider what goes well for children and practice areas that may improve. The childminder should continue reflecting on their service and use this to identify how their skills and knowledge can be improved. This will support children to receive quality care. An area for improvement was made at the previous inspection and has been carried forward (**see area for improvement number 5 in the section of this report 'what the service has done to meet areas for improvement we made at, or since the last inspection'**).

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 ensure that children's needs are identified, planned for, monitored and met, the childminder should further develop personal planning in accordance with the 'Guide for providers on personal planning: early learning and childcare' (Care Inspectorate 2021).

This is to ensure that care and support is consistent with the 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 7 February 2023.

Action taken since then

The childminder worked in partnership with parents to ensure personal plans contained up to date information about children. These were regularly updated to ensure they were relevant to the needs of the children.

This area for improvement has been met.

Previous area for improvement 2

In order to support their learning and development and to promote children's curiosity, inquiry and creativity the childminder should:

- Provide more open-ended, natural resources for children to explore in their play.
- Ensure that children have access to a wide range of activities and experiences both indoors and out.

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 can direct my own play and activities in the way I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 7 February 2023.

Action taken since then

The childminder had made some progress in providing activities and resources that were suited to all ages of children. We could see that children enjoyed a variety of play experiences both indoors within the local community.

This area for improvement has been met.

Previous area for improvement 3

To ensure children's safety the garden should not be used by minded children until further work had been undertaken to make it safe.

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

'My environment is secure and safe' (HSCS 5.19).

This area for improvement was made on 7 February 2023.

Action taken since then

The garden area was unsafe for children to play. The childminder explained how planned developments for this area had been unable to go ahead. It was agreed that the garden should not be used by minded children until further work had been undertaken to make it safe. The childminder should now complete a variation request to the Care Inspectorate to reflect this. An area for improvement was made at the previous inspection and has been carried forward.

This area for improvement has not been met and remains in place.

Previous area for improvement 4

To support ongoing improvement and the changing needs of children the childminder should ensure that:

- Parents, children, and other stakeholders have opportunities to meaningfully feedback to the service.
- Feedback is used to promote positive development.
- Self-evaluation using quality indicators and best practice influence ongoing improvement and development.

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 benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 7 February 2023.

Action taken since then

The childminder had made some improvements to the service provided following the last inspection, however, others had not been maintained. The childminder had sought support from the local development team to help with ongoing improvements to their service. Self-evaluation to improve the service was in the very early stages. Children and families had informal opportunities to discuss the service and make suggestions for improvements.

This area for improvement has not been met and remains in place.

Previous area for improvement 5

To ensure that high quality care and learning for children, the childminder should develop their professional knowledge and practice. They should reflect on their learning and identify benefits for the children and families as a result.

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 7 February 2023.

Action taken since then

The childminder was taking part in a child development course and was in the early stages of using this to support children's learning. The childminder was seeking support to develop their service and was working with the local development team. This was in the very early stages. The childminder should continue reflecting on their service and use this to identify how their skills and knowledge can be improved. This will support children to receive quality care.

This area for improvement has not been met and remains in place.

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?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.1 Staff skills, knowledge and values	3 - Adequate

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