

Elizabeth Orr Childminding Child Minding

Paisley

Type of inspection:
Announced (short notice)

Completed on:
2 February 2024

Service provided by:
Elizabeth Orr

Service provider number:
SP2015987238

Service no:
CS2015339920

About the service

Elizabeth Orr operates a childminding service from their family home in Linwood, Renfrewshire. They are registered to provide care to a maximum of six children at any one time under the age of 16 years, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months.

Children have access to the living/dining room, kitchen, upstairs toilet and an enclosed back garden. The service is close to local schools, nurseries, green spaces and can be reached by transport links.

About the inspection

This was a short announced inspection which took place on Friday 2 February 2024 between 09:45 and 12:00. 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:

- consulted four family members of children using the service by Microsoft Forms
- spoke with the childminder
- observed practice and daily life for children attending the service
- reviewed documents.

Key messages

- The childminder was warm, kind, caring and used nurturing approaches in her interactions with children.
- The childminder had developed and maintained strong relationships with children, parents and carers.
- Children's care was carefully planned in partnership with parents and carers.
- Children benefitted from regular visits to places within their local community.
- Quality assurance processes should be further developed to support improved outcomes for children and their families.
- The childminder should regularly review the services policies, procedures and risk assessments to ensure they reflect the service offered.
- The childminder should engage in a programme of core training to ensure their knowledge of safeguarding children is current.

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?	4 - Good
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 and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

We found significant strengths in aspects of the nurturing care and support provided and how these enabled positive outcomes for children.

Children experienced warm, caring and nurturing interactions to support their overall wellbeing. The childminder's sensitive interactions contributed to children's sense of security and confidence and supported positive attachments. Parents spoke positively about the level of care their children received, telling us, "Liz is great with my child, she is very hands on and keeps me (mum) up to date throughout the day" and "I love the peace of mind knowing my child is happy, having fun and learning with Liz".

The childminder promoted children's rights through their interactions with children. For example, they spoke in a calm and quiet manner that respected children's dignity when they identified personal care routines may need support. We observed the childminder sensitively support a child who was anxious when separating from the childminder, appropriate levels of comfort, reassurance and support ensured all children's needs were met.

Parents provided all snacks and meals and we observed that foods were offered in response to children's cues indicating hunger, verbal requests or inline with routines from home. The childminder sat with children as they ate and enjoyed engaging in conversations. Mealtimes were mostly relaxed and as a result, children benefitted from a sociable, and fun mealtime routine which met their individual needs.

Regular conversations took place with families to discuss children's daily care needs. Where information was shared, this was used to update children's routines, which helped the childminder meet children's individual needs. We found that children's health, safety and welfare was supported through the use of personal planning. However, we discussed with the childminder how plans could be further strengthened by adding a review to each plan once targets are achieved, this will ensure progress and achievements are tracked over time.

Quality indicator 1.3: Play and learning

Children were engaged and actively involved in leading their play and learning through quality play experiences that promoted children's choice and independence.

Play experiences were provided in response to children's interests or developmental stages. A range of activities and experiences gave children opportunities to develop their independence, imagination and creativity. We found that a variety of sensory, crafts and physical activities supported young children to develop physical skills and learn to take turns and engage in cooperative play with their peers. As a result, children were happy and confident as they explored their play environment.

The childminder supported children to regularly visit local community resources including; parks and planned activities such as book bug and soft play. These opportunities supported children's holistic development and enabled them to build strong connections to their wider communities. All parents who responded to our electronic survey agreed that their child had opportunities to play outdoors every day, supporting their wellbeing.

Whilst we recognise that the childminder offered play experiences in response to children's ideas and interests, we identified that planning for play and learning experiences could be enhanced by the introduction of a planning tool. This would ensure that the childminder was documenting where they were scaffolding children's learning, supporting them to develop new skills and identifying next steps in learning and development. This would ensure children were supported to achieve their potential.

How good is our setting?

4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

The setting was comfortable and furnished to a high standard. It was welcoming, with plenty of natural light and ventilation. The childminder had created a play space in the lounge/dining area which was spacious and comfortable. Children could also use the dining area located in the kitchen to eat their meals and could use this area for play and learning which included creative activities. Both areas were well maintained, safe and clean. Parents who provided feedback shared with us, "Our childminder's home is always so welcoming, immaculate, safe and warm".

Children enjoyed playing with imaginative play resources, puzzles and construction toys on the day of inspection. Additional resources including games, small world toys and arts and crafts were available and stored in cupboards in the lounge area and were rotated to ensure children's enjoyment. School aged children accompanied the childminder when purchasing resources for the setting which meant they were familiar with what resources they could request to enhance their play. An enclosed back garden offered opportunities to develop children's large physical skills and contained a variety of equipment that develops confidence outdoors. We found that the indoor and outdoor environments were sensitively structured and took account of all children's stages of development and differing care needs enabling them to have fun.

Infection prevention and control measures were in place in line with current best practice guidance. We observed effective food safety practices carried out on the day of our inspection. Children washed their hands before and after snacks and all surfaces were clean and free from clutter. The toilet area was clean and contained liquid soap and individual hand towels. Appropriate personal protective equipment was available for carrying out personal care tasks. This ensured a safe environment for children.

Daily checks of the childminders home were undertaken, however, these were not supported by an assessment of risks outlining the necessary control measures to ensure children's safety. We have asked that the childminder develops written risk assessments for all areas of their home and community accessed by minded children. Examples of risks these should consider are; children accessing the up stairs bathroom using the open stair case, the impact of adverse weather on access to outdoors and road safety practices when accessing the community. This will ensure robust measures are taken to maintain children's safety (area for improvement 1).

Children and families' information was stored securely in line with general data protection regulations. This helped ensure that confidentiality for children and families was maintained and their privacy respected.

Areas for improvement

1. To ensure the safety and wellbeing of all children attending the service, the childminder should develop and implement risk assessments for all areas of their home and community accessed by minded children.

This is in order to ensure that the service complies with the Health and Social Care Standards (HSCS) which state that: "My environment is safe and secure" (HSCS 5.17).

How good is our leadership?

4 - Good

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

Quality indicator 3.1: Quality assurance and improvement are led well

The childminder had a friendly and open approach with children and families which supported the development of trusting relationships. Parents confirmed that detailed daily communication kept them informed about their child's experiences.

Parents had some opportunities to provide feedback on the service they received through email. However, this process was infrequent. The childminder should now consider more regular ways of gaining feedback from children and families. To support purposeful feedback the childminder would benefit from using more open questions to support qualitative feedback. This would ensure the views of all stakeholders are value, respected and inform service improvements.

Self-evaluation processes were mostly informal. The childminder told us through daily reflections of practice and children's experiences they identified improvements and planned changes. They provided examples of how regular informal consultation with children informed some changes within the service, for example new resources or craft materials purchased at children's requests. The childminder should develop ways to formally evaluate the service to support continuous development. We suggested using 'A quality framework for day care of children, childminding and school-aged childcare'. This would support them to carry out more effective and robust self-evaluation of the service.

The childminder was organised and kept clear records, helping them to fulfil their professional responsibilities. The childminder had developed a number of policies and procedures when they first registered their business. We advised the childminder that these should now be reviewed taking into account current best practice guidance. Parents could be involved in the review, in order to value, include and respect their input.

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

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

Quality indicator 4.1: Staff skills, knowledge and values

Children and their families benefitted from a childminder who was committed to providing quality care. They worked well with families, who were warmly welcomed into the service and given time to discuss their child's needs and to share experiences. As a result, relationships were positive and parents felt valued. Parents that shared feedback with us strongly agreed that they felt fully involved and informed about their child's learning and development.

We observed the childminder to be attentive to children's needs as they skilfully balanced tasks with maintaining quality interactions. The childminder was enthusiastic about their role in caring for children and was keen to ensure children received care that met their needs. We observed warmth, kindness and compassion between the childminder and minded children which enabled them to feel valued, loved, and secure.

The childminder was aware of the importance of ensuring that they had the appropriate knowledge and skills to offer quality care and experiences. However, recent training undertaken was limited and safeguarding training had lapsed. Whilst the childminder was confident in their role to keep children safe, we have asked that they undertake child protection and first aid training at their earliest opportunity to ensure their knowledge is current (area for improvement 1). In addition, It would be beneficial to keep a record detailing their training attended or any self-directed study undertaken as this would help to identify future training needs and allow the childminder to evaluate any learning undertaken.

We signposted the childminder to a range of resources available on the Care Inspectorate Hub to further support their professional development and inform improvements within the service.

Areas for improvement

1. In order to keep up to date with developments in early learning and childcare practice, the childminder should identify and attend suitable training opportunities and/or undertake appropriate self-directed study. The childminder should prioritise child protection and first aid training. This will to support them to safeguard children.

This is to ensure the service complies with the Health and Social Care Standards (HSCS) which states that: "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

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 develop written risk assessments to cover outings that children are taken on.

National Care Standards, early education and childcare up to the age of 16: Standard 2 - A safe environment.

This area for improvement was made on 5 April 2017.

Action taken since then

The childminder had not developed written risk assessments for outings children participate in, and they could not locate risk assessments for their home. We therefore concluded that this area for improvement is not met and will be repeated within this inspection report. To ensure clarity for the reader, we will reword the area for improvement to align with the Scottish Government's Health and Social Care Standards.

Previous area for improvement 2

The childminder should develop both formal and informal ways to encourage parents and children participation in the development of her service.

National Care Standards, early education and childcare up to the age of 16: Standard 13 - Improving the service.

This area for improvement was made on 5 April 2017.

Action taken since then

Some processes such as daily discussions and annual emails were in place to seek the views of service users. This enabled children's daily care needs to be met and supported parents of children attending the setting to influence change. This area for improvement is 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	5 - Very 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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