

Little Stars Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
28 February 2024

Service provided by:
Ehalm Bohsef

Service provider number:
SP2019990523

Service no:
CS2019374869

About the service

The childminder provides her service from her family home, in the Drumchapel area of Glasgow.

The childminder is registered to provide a care service to a maximum of six children at any one time up to the age of 16, of whom no more than six are under 12, of whom no more than two are not yet attending primary school and of whom no more than one is under 12 months.

Children are cared for in a dedicated room within the childminders home and the accommodation consists of kitchen and toilet facilities. Children have access to a garden for physical play and outdoor learning.

The service is close to schools, transport routes, play parks, shops and community services.

About the inspection

This was an unannounced inspection which took place on 27 February 2024. 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 and information submitted by the service.

In making our evaluations of the service we:

- spoke with children attending the service
- observed practice and the childminders interactions with children
- reviewed feedback from one parent and carer whose children attend the service
- spoke with the childminder
- reviewed documents.

Key messages

- The childminder used kind and nurturing approaches in her interactions.
- Children attending the service were happy and having fun.
- The childminder had improved the range of activities and experiences for children's play and learning.
- The childminder should review risk assessments in place and extend the recording of these to include outdoor play areas visited regularly.
- The childminder was using self evaluation processes. These could be further developed to improve outcomes for children and their families.
- The childminder regularly reviewed the services policies and procedures. We provided some suggestions for further information to be included within some policies.
- The childminder showed an interest and commitment to developing her skills and knowledge through her attendance in professional development opportunities.

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 made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care & support

The childminder had developed close, caring relationships with children attending the service which meant they were comfortable in her care. The childminder was attentive to children when they approached her for support or comfort. We saw as the childminder fed a child, that they responded warmly to the child's cues, particularly when they had had enough milk and wanted to return to play. The childminder provided cuddles to children. They responded warmly to the children following their interests and wishes throughout our visit. Both children attending were happy in the childminders care.

The childminder had introduced personal plans for children and their families. The personal plans were completed in partnership with parents and included contact details, health, and medical and all about me information. The childminder spoke knowledgeably about the children, their individual routine and how they were accommodated within the service. This contributed to children feeling safe and secure.

We observed children having a meal. A small table was provided which meant the children could eat at their own pace, without interruption. Initially the children were provided with food unsupervised. This has the potential of children choking on food. The childminder left the room for a short period of time to go to the kitchen to bring in more food. When the childminder returned, they were sitting with the children and supporting during the meal. This was a sociable and unhurried experience.

A child was being supported with personal care tasks and the childminder was engaging and interacting with the child throughout. A child was tired. A travel cot was set up in the corner of the room and the child was given a blanket, providing a comfortable space to sleep.

Quality indicator 1.3: Play and learning

During our visit, children were having fun, smiling, and laughing when engaged in play experiences. The childminder engaged with the children offering support and encouragement and was responsive to their play and learning. There were opportunities for children to develop their language, literacy, and numeracy skills. They joined in experiences of manipulating playdough, playing with toy animals, placing shapes into a shape sorter and being creative in their play when making sounds using a toy drum. The childminder was singing songs to children and looking at story books together.

As part of the children's personal plan the childminder had included photographs of children's play and learning. The childminder was using a progress record. This included comments on children's learning, achievement, and next steps in relation to individual SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, and responsible). We discussed with the childminder when considering next steps for individual children to ensure these are reflective of the child's age and stage of development. This has the potential to improve outcomes for children.

How good is our setting?**4 - Good**

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

The childminder had created a play space in a room of her home which was spacious and bright. Areas of the childminders home were safe and well maintained. The childminder had added new toys and games for the service to include natural materials. Toys and games were stored in boxes accessible to the children and encouraged choice and independence. We discussed with the childminder introducing cosy spaces for the children with the use of for example cushions or a couch to provide space for comfort and rest throughout the day.

The childminder told us they were not currently using their garden space for play. Instead, children benefited from visiting nearby facilities in the community to include a local play park where children spent time being active outdoors in the fresh air. The childminder told us they had plans to use the garden again during spring and summer months. The children attended a local toddler group one day a week, providing opportunities to participate in activities and to come together to play and learn with other children.

Risk assessments of the home were in place. The childminder had recorded some hazards and actions they had taken to reduce the risk of children coming to harm. These could be improved further by recording these for all areas of the service and to extend the recording of risk assessments to include outdoor play areas visited regularly. This would support the childminder to reduce risks and to minimise accidents and injury to keep children safe.

How good is our leadership?**4 - Good**

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The childminder had continued to develop her service by making improvements. This included the introduction of personal plans, the opportunities available for play and learning for children within the indoor environment and the introduction of a self evaluation process. This contributed to improving outcomes for children and their families.

The childminder valued the opportunity for professional discussions with other childminders and representatives from SCMA. SCMA is a national umbrella organisation who are dedicated to supporting childminding provision. These had informed the childminder's practice and was an opportunity to share their own knowledge and experience with other childminders.

The childminder had recently invited parents to complete a service quality parental questionnaire to share their views and make suggestions on the service. A parent shared, "I am happy and get updated about child each time I pick up" and "me and my child are happy with activities in the service."

The childminder had engaged in a process of self evaluation of the service linked to the Care Inspectorate 'A quality framework for daycare of children, childminding and school-aged childcare.' This highlighted the strengths of the service and areas where improvements could be made. This was still at the early stages of development. We discussed with the childminder how this could be improved further, by being more specific on the area for improvements identified and how these will be met. This has the potential to continue to improve outcomes for children and their families.

The childminder shared photographs and provided updates on valuable activities and events to parents each day and offered video calls to discuss children's care, play and learning. This contributes to supporting children's play and learning and contributes to partnership working between the childminder and parents and carers.

How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality indicator 4.1: Staff skills, knowledge and values

The childminder made good use of professional development opportunities. Showing her commitment to learn and to keep up to date with best practice and guidance to support children's care, play and learning. The childminder had recently completed child protection training. She was aware of her responsibility to safeguard children in her care.

The childminder was a member of SCMA. She gathered their resources to record information on children and develop her knowledge and understanding of best practice to support children's health, safety, wellbeing and play and learning.

The service had policies and procedures in place. These had been revisited and updated with additional information, showing the childminder's commitment for these to reflect the service she was providing. We identified policies that mentioned Covid and should be updated to reflect current practice.

The childminder had fostered relationships with children and their families. The childminder supported children's wellbeing through compassionate and responsive care and interactions. Attachments had formed between the childminder and children attending enabling a feeling of belonging, comfort, and security.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 30 June 2021, the childminder must ensure that the service conditions of registration are maintained at all times.

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

This is also in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011: 78 (3) (b) Failure to Comply and 74 (d) (i) Conditions as to numbers in Childminding.

This requirement was made on 11 May 2021.

Action taken on previous requirement

The childminder was meeting conditions of their registration.

The requirement had been met.

Met - within timescales

Requirement 2

By 30 June 2021, the childminder must make proper provision for children's health, welfare and safety. In order to achieve this, the childminder must ensure that personal care plans are in place, reviewed and updated for all children attending the service.

The childminder should ensure that children's personal plans clearly outline how the service will support their health, welfare and safety needs and identify children's next steps.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'My personal 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 is also in order to comply with Regulation 5 of The Social Care and Social Work Improvement Scotland (Requirements for Care Services), Regulations 2011 (SSI 2011/210).

This requirement was made on 11 May 2021.

Action taken on previous requirement

Personal care plans were in place for children and recorded information on children's health, welfare and safety needs. The plans recorded children's next steps and progression and included photographs of children joining in experiences and activities.

The requirement had been met.

Met - within timescales

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 the childminding environment (indoors and outdoors) to ensure play and learning experiences are relevant and responsive to children's interests and stage of development.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state that as a child: 'I can direct my own play and activities in a way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning, and creativity' (HSCS 2.27) and 'I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors' (HSCS 1.25).

This area for improvement was made on 11 May 2021.

Action taken since then

The childminder had added new toys and games for children. There were a range of toys and games accessible and available in storage boxes for children to choose from. They were responsive to children's interests and stages of development.

The childminder was not using her garden for play and learning. The childminder took children on visits to the local play park. The childminder shared plans with us to develop the outdoor space for the arrival of spring and summer months.

The area for improvement had been met.

Previous area for improvement 2

The childminder should compile a COVID-19 policy that clearly sets out how she will protect children, families and her own family from COVID-19 transmission. The policy should be informed by Scottish Government Coronavirus (COVID-19): childminder services guidance (last updated 21 May 2021) <https://www.gov.scot/publications/coronavirus-covid-19-childminder-services-guidance/> and should also be based on risk assessments which are regularly reviewed. Parents should be informed of the policy and related procedures.

This is to ensure that the safety of children and the environment is consistent with the Health and Social Care Standards which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 11 May 2021.

Action taken since then

The childminder had created a COVID-19 policy and procedure.

The 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?	4 - Good
1.1 Nurturing care and support	4 - 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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