

Stewart, Aileen Child Minding

Aberdeen

Type of inspection:
Announced (short notice)

Completed on:
8 February 2024

Service provided by:
Aileen Stewart

Service provider number:
SP2003900383

Service no:
CS2003001628

About the service

Aileen Stuart has been registered since 1 April 2002 to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family.

A maximum of 8 children under 12 years may be cared for between 3:15pm and 5:15pm term time only, and during school holidays and in-service days.

The service is delivered from the childminder's home where children have access to the downstairs areas including the lounge, a snug room and kitchen as well as a large, enclosed garden area.

About the inspection

This was a short notice announced inspection which took place on 8 February 2024 between 13:15 and 17:45. 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 using the service
- reviewed two responses to our request for feedback from parents via MS Forms
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children benefitted from the strong relationship that the childminder had established with them and their families.
- Children had fun and were confident and relaxed in the childminder's care.
- The children enjoyed a comfortable and homely environment within the childminder's home.
- To support children's positive experiences, care and support the childminder should progress planned improvements in a timely manner.

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?	5 - Very Good
How good is our leadership?	4 - 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?

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

Children, some of whom had been attending for a number of years, benefitted from strong attachments with the childminder. The childminder's interactions with the children were kind, caring and nurturing, supporting children to feel valued. The childminder frequently praised and encouraged the children, supporting their confidence and self-esteem.

Children were treated respectfully and encouraged to show consideration and respect for each other, for example, encouraged to listen to each other. This promoted a relaxed and inclusive atmosphere.

Children enjoyed eating their snacks outdoors where they had opportunities to mix with their peers before walking home from school. Snacks were provided by the parents and most consisted of fruit and supported children's health.

No children were of an age to require a sleep while in the childminder's care. Comfy sofas and blankets were available should children want to rest and relax.

Personal plans containing the information needed to support children's health and wellbeing were in place to promote children's health and wellbeing. These had been reviewed with parents every six months to ensure that the information was up to date and relevant. The plans did not reflect the childminder's knowledge of the individual children. For example, their interest and preferences or how they were being supported. The childminder should further develop the plans to contain such information. This will promote effective information sharing and an ability to review the care given to children.

Children's health was promoted by processes in place to support the safe administration of medication. We discussed with the childminder how further information would be useful, such as what to do if a child refused or spat out medication. The childminder had reviewed their processes alongside guidance, management of administration of medication, and had identified where change was needed. They should implement these changes and write a policy which will support future practice.

Children benefitted through effective information sharing with parents, teachers and nursery staff at the local primary school. This promoted a consistency of care for children to support their wellbeing.

Children were kept safe as the childminder showed a good understanding of their role in identifying, recording and reporting any safeguarding concerns they may have. The childminder also understood factors which may impact on a child's wellbeing and confidently discussed support that may be offered to children and their families.

Quality Indicator 1.3: Play and learning

Children had fun and were confident in the childminder's care. They enjoyed participating in the planned activities which were currently around the Chinese New Year. This had been planned in response to previous

discussions with the children. Spontaneous activities were also available such as playing outdoors, board games or watching TV. The childminder supported these activities in response to children's cues and suggestions, enabling them to follow their interests. However, there was a lack of challenge for the older children within the activities offered.

There were opportunities for children to build and maintain relationships with peers through spending time outdoors in the school grounds. This was expanded by meeting up with other childminders and minded children for outings and activities.

There were some opportunities for children to practice their skills in numeracy and literacy such as participation in board games. This was supported by discussions on several topics which further supported numeracy and literacy as well as providing opportunities to establish communication skills.

The childminder showed skill in their interactions with the children and confidently identified where they may need further support or encouragement. We suggested that this information should be recorded. Doing so would support the childminder in recognising and planning for children's progress. This would further support the childminder in providing further challenge for the older children.

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

The children enjoyed a comfortable and homely environment within the childminder's home. They were able to choose where they wanted to play. This included the large enclosed garden, kitchen or "snug" room with a larger living room with direct access to the garden used in the summer.

Resources available to children were well-maintained and safe. There were a variety of resources available to the children which reflected their interests. These included colouring, board games and construction activities. Children could lead their play by choosing where and what they wanted to participate in. The childminder was proactive in supporting children to follow their interests. For example, using internet to research which animal was the Chinese animal for their year of birth.

Children's experiences were extended by the use of the local amenities. This included large natural park areas, play areas within the school grounds as well as the library. Resources within the garden enabled children to participate in physical and imaginative activities. One parent commented that they liked "The variety of activities and that children are encouraged to be outdoors whenever possible".

Children's safety was supported by the childminder's adherence to infection prevention and control guidelines such as handwashing and wiping of surfaces. Risk assessments were also in place for the different areas of the home and some outdoor activities. The childminder was proactive in risk assessing during the walk from school, encouraging children to consider road safety and reminding them of waiting places. Equipment and resources were well-maintained with records for checks of things such as the boiler and electrical equipment.

Children and their family's privacy was protected by the secure storage of their information.

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

A statement of aims and objectives was shared with parents, supporting everyone to know what was important for the children while in the service. The aims included providing a safe and caring environment and to nurture feelings of self-esteem while building confidence and independence.

The childminder was trying to involve children and their families in the evaluation and development of the service. Parents had been asked for their feedback which had been positive with parents saying they were very happy with the care children received. However, the childminder was finding it difficult to get parental responses which supported development of the service. We asked that they continue to consider different ways of engaging with parents so that they had the opportunity to inform evaluations and changes. Children were giving feedback to the childminder verbally. This was then used to decide which activities to undertake, or resources that were used, encouraging children to feel valued.

The childminder had reflected on and evaluated their service using the quality framework for daycare of children, childminders and school aged childcare. This had supported them to identify areas where improvements were needed such as the review of processes for managing the administration of medication. Involving more national guidance such as the 'Health and Social Care Standards', 'Realising the ambition' or 'Out to play' for example. This will further promote positive outcomes for children based on a range of best practice documents and guidance.

An improvement plan was in place which listed actions to be taken and considered the outcomes for children of any changes. Although there were timescales in place, we suggested that shortening these for some of the plans would promote further progression of these developments. This will support the changes to be made promptly, promoting quality experiences for children currently receiving care from the childminder.

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: Skills knowledge and values

The childminder recognised the importance of warm and nurturing interactions with the children. They were patient, kind and encouraging, supporting children's confidence and self-esteem. A parent told us that the childminder was "very welcoming and always speaks with my child even if not in their care, always takes an interest in what my child has to say". This supports children to feel valued and respected.

Children benefitted from individual care provided as the childminder knew them and their families well. This meant the childminder had identified where children may need extra support or encouragement and planned with parents to provide this in ways that suited the child. The childminder's knowledge of child development promoted their awareness of how to offer support for children, for example, when they were tired or overwhelmed. The childminders commitment to children having fun was evident through their interactions with the children and discussions about activities the children could participate in.

The childminder was reflective in their practice and committed to providing a quality service for children. They had used best practice guidance to review their practice and identify where further training may be necessary. For example, learning through research to further support outdoor play experiences for children. Membership of Scottish Childminding Association (SCMA) supported the childminders awareness of changes in guidance and legislation.

The childminder recognised the importance of communication with parents and children. Frequent discussions about activities being done and any changes were held. For example, a family dog visiting had been discussed with parents and children were prepared and excited to meet the dog. This supported a positive experience for all the children, including those who were less used to dogs.

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

It is recommended that the childminder develop methods to evaluate the service. In order to achieve this, the childminder could give consideration to:

- evaluation against current best practice guidance documents
- consultation with families
- consultation with children
- sharing the findings of the evaluation to help families feel involved in developing the 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 11 May 2018.

Action taken since then

Evaluation of the service had taken place against the quality framework for daycare of children, childminding and school aged childcare and led to an improvement plan being drafted. We suggested that this information could be shared with parents to support their involvement.

Parents had opportunities for verbal feedback as well as questionnaires. The childminder consulted with parents when there were planned changes to the service such as the family dog staying.

Children had been consulted about their preferences and interests and this was used to inform activities offered.

This area for improvement has 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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.