

Alexander, Adel Child Minding

Turriff

Type of inspection:
Unannounced

Completed on:
15 February 2024

Service provided by:

Service provider number:
SP2005944858

Service no:
CS2005093059

About the service

Adel Alexander is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family. Overnight service will not be provided and minded children cannot be cared for by persons other than those named on the certificate.

The childminder's home is located in the rural town of Turriff, in Aberdeenshire. It provides a homely environment for the children. The service is close to the local primary school, shops, and other amenities. The children play mainly in the living room and kitchen. Children have access to an enclosed garden at the rear of the property.

About the inspection

This was an unannounced inspection which took place on 15 February 2024 between 09:30 and 13:30. 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, 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
- spoke with their parents/carers
- spoke with the childminder
- observed practice and daily experiences
- reviewed documents.

Key messages

- Children and their families felt very welcomed and supported by the childminder.
- Children were supported with nurturing and caring interactions.
- Children were able to play and rest in a homely and clean environment.
- Whilst children took part in fun activities they enjoyed, the childminder should further develop their approach in supporting children's progress.
- The childminder followed infection prevention and control (IPC) procedures to help keep children safe and well.
- Children and their families benefitted from a childminder committed to their professional development. They had completed a qualification in childcare which was reflected in their positive interactions with the children.

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?	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.

1.1 Nurturing care and support

Children and their families experienced a homely and welcoming service. A few children had attended the service since they were very young and felt part of the childminder's extended family. Parents felt they couldn't ask for a better childminder and described their relationship as very supportive. Daily chats and information sent using What's App kept parents informed about their child's day. This meant they felt confident and reassured their child was happy and well looked after.

Children were supported with kind and nurturing interactions. The childminder's friendly and warm approach helped children feel safe and loved. Children were happy and told the childminder, "I love you".

Children were well supported in their personal care. They were encouraged to be independent when going to the toilet but were aware they could ask for support, if needed. Handwashing was embedded in practice to help keep children safe and well.

Children's overall wellbeing was well supported through the effective use of personal planning. Parents provided key information to help the childminder meet their individual care needs. As a result, parents felt confident the childminder knew their child well and provided them with the care and support needed. A few children benefitted from additional information to support them when settling or when toilet training. This promoted working together with parents to meet children's needs and support a continuity of care.

The childminder demonstrated a good understanding of the benefit of sleep, rest, and relaxation. Children's sleep patterns from home were followed and they slept comfortably on a mat on the floor. Older children were able to relax on the sofa after a busy day at school. Children enjoyed snacks and meals provided by parents. They ate at a table in the kitchen, helping to reduce the risk of choking and promoting learning opportunities in language and communication.

1.3 Play and learning

Children were offered a variety of play resources to support and develop their learning. Toys and games were age-appropriate and included magnetic shapes for building. These were enjoyed by the children who had fun problem-solving and building a garage for cars. Older children had participated in a baking competition and had enjoyed writing recipes and shopping for ingredients. However, there were limited natural materials and loose parts to stimulate their creativity and imagination. During feedback, the childminder described moving the sofas to make dens and using old bandages in role play. To fully engage children and sustain their thinking we suggested providing more of these types of experiences.

Some language and literacy development was promoted during play activities. Children had fun interacting and playing with the childminder. They sorted the toys and games, deciding which toys to keep and which to throw away. They were engaged and had fun counting toys and recognising different shapes and colours. The childminder modelled good listening and talking skills by getting down to the children's level. There were a few books available for children to read and mark making activities during art and craft activities.

Children's current interests and curiosities were used to plan fun experiences. For example, children told us they enjoyed playing with toys linked to their favourite television show. There was some evidence of children's development and progress. However, this was not up-to-date. We discussed the importance of recording children's achievements and learning to help them reach their full potential. The childminder agreed to further develop and embed the recording of children's achievements to inform planning.

Children's emotional health and wellbeing was promoted through opportunities to play outdoors. Parents told us this was mainly during the summer months. Children had planted some fruit and vegetables in the garden, helping them develop their understanding of the natural world. They benefitted from opportunities to play with scooters, helping to support their physical development.

The childminder made good use of the local environment and amenities and went for walks and outings with the children. This ensured the children were getting to know their local environment, helping them grow into responsible, confident individuals. Trips to adventure parks and local cafes were enjoyed during the holidays.

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.

Children were able to play and rest in a homely and welcoming environment. The living area provided ample space for children to relax and play games. The comfortable sofas provided a place for younger children to sit and play games with the childminder, as well as being a place for older children to relax and chat with friends. The dining table provided opportunities for children to eat together, as well as develop their creativity through arts and crafts.

Children's independence and responsibility was encouraged through choice of toys and games. Storage cupboards were accessible to the children who were encouraged to tidy up when finished playing. This helped keep toys and games in good condition and safe for play.

Children's health and wellbeing benefited from opportunities to play outside. The rear garden area supported children's physical development with opportunities for the children to run around and play games. Other resources included play houses and building blocks. We discussed further developing children's creativity and imagination whilst playing outdoors. The document 'My World Outdoors', found at <https://hub.careinspectorate.com>, provides inexpensive ideas to support this.

Children were kept safe and well in an environment where potential risks had been identified. The childminder had attended risk benefit training and understood the importance of unnecessarily limiting children's experiences to keep them safe. This was beginning to enhance on children's experiences in the local community. They had some experience of caring for wildlife and being responsible citizens.

Children were kept safe and well in a clean environment. Infection prevention and control procedures were followed when supporting children in their personal care. Disposable aprons and gloves were available for use in the event of dealing with bodily fluids to help keep everyone safe and well. Children were encouraged to wash their hands at key times, such as before eating and after going to the toilet. They were provided with a clean towel and encouraged to dry their hands. We discussed using individual towels to help prevent illness through cross-contamination.

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.

The aims of the service included providing a happy, caring, warm, and friendly environment, enabling children to develop, learn, and have fun. This was shared with families, helping them understand what to expect from the service.

Children and their families were kept safe and well by a range of relevant policies and procedures. Minor changes to the complaints and promoting positive behaviour policies were needed in line with current thinking and best practice. The childminder actioned this immediately, demonstrating their commitment to providing a good service to meet the needs of the children and families attending.

There was some potential for children and families to become involved in the service and influence change. Parents were welcomed into the childminder's home and encouraged to chat and share information. They told us they felt confident to speak to the childminder if they had any concerns. Pictures and messages were sent using What's App to keep parents well informed. Questionnaires had been issued to gather parent views but these were not recent. We suggested other ways, such as text or What's App messaging, as a possible way to engage with parents to gather feedback. Children were at ease in the childminder's company and older children were able to voice their own opinions and views.

Some quality assurance procedures and self evaluation were used to evaluate and develop the service. The childminder was aware of the document 'A quality framework for daycare of children, childminding, and school-aged childcare' and was beginning to use this to evaluate their service. As a result, the childminder had attended training in risk benefit analysis to help enhance children's play experiences. A development plan to purchase new equipment was in place. Through discussion, the childminder recognised the importance of quality assurance and evaluation to support positive change and continuous development of the service provision.

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.

Children's wellbeing was supported through respectful and compassionate interactions. The childminder had a good relationship with the minded children and chatted and talked to them in a kind and friendly manner. They regularly checked to ensure they were happy and that their needs were met. This approach supported children to feel valued and secure and contributed to a positive ethos where children enjoyed attending the service.

Children and their families benefitted from a childminder who was committed to providing quality care. They had recently completed a course in early learning and childcare and spoke about how this had led to improved interactions and in responding to children's needs. They were more aware of the importance of planning fun experiences for children without compromising their safety. As a result, they had sourced risk benefit analysis training and were beginning to use this knowledge on day trips with the children.

The childminder demonstrated a good understanding of how to keep children safe and well. Their clean and tidy home was reflective of their good knowledge and understanding of infection prevention and control. They had completed a first aid course to ensure their knowledge and skills when dealing with a minor

accident were current and up-to-date. They were confident when discussing their processes to protect children and chronologies were used to record and monitor significant effects in a child's life. Parents told us the childminder was very supportive and provided them with the help and care they needed.

The childminder was a member of the Scottish Childminding Association (SCMA) and spoke positively about the support provided by the organisation. As a result, they used SCMA forms within their practice, including personal planning to support children's care needs.

The childminder was well supported in their practice by other childminders in the area. They shared information and sourced training to help improve outcomes for children. To support the childminder further with their professional development, we signposted them to a range of resources on the Care Inspectorate Hub. Regularly accessing resources and best practice documents will help ensure good outcomes for children.

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 further develop her knowledge of the National Guidance for Child Protection in Scotland 2014 and amend her child protection policy accordingly.

National Care Standards for early education and childcare up to the age of 16 - Standard 3: Health and wellbeing.

This area for improvement was made on 3 June 2016.

Action taken since then

The childminder had attended child protection training and was confident when discussing their processes to protect children from harm and abuse.

Their child protection policy referenced current guidance, National Guidance for Child Protection in Scotland 2021.

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	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?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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