

Cheeky Monkeys Child Minding

Alloa

Type of inspection:
Unannounced

Completed on:
11 March 2024

Service provided by:
Lorraine MacLeod trading as Cheeky
Monkeys Lorraine MacLeod trading as
Cheeky Monkeys

Service provider number:
SP2003909442

Service no:
CS2003015083

About the service

Lorraine MacLeod trading as Cheeky Monkeys operates a childminding service from her home in Kincardine. She is registered to provide a care service to a maximum of six children under 16 years, of whom a maximum of six will be 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 are inclusive of children of the childminder's family.

Any other conditions unique to the service:

Minded children cannot be cared for by persons other than those stated on the registration certificate.

The service is close to the local school, shops and other amenities. All areas used to provide the service were on the ground floor and included the living room, kitchen and toilet facilities. Children also had access to the enclosed garden for outdoor play.

About the inspection

This was an unannounced inspection which took place on Monday 11 March 2024 between 09:30 and 11:45. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with two children using the service
- spoke with the childminder
- observed practice and how children were supported with their routines, play and learning
- reviewed documents.

Key messages

- Children benefited from the childminders calm interactions. They were kind, nurturing, respectful and supportive.
- Families benefited from the information the childminder shared about children.
- The childminder knew children well and supported their individual needs.
- Personal plans should continue to be developed and formally reviewed at least six monthly.
- Quality assurance should be further developed to support improvement.
- The childminder should continue to identify learning for their professional development.

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?	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?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

All interactions with children were caring, nurturing and kind which meant they had developed a close bond with the childminder. As a result, we saw children felt secure and safe in her care. Children were well supported in what they were doing as the childminder understood their individual needs. They benefitted from their time there, which resulted in positive outcomes for their learning and development.

Personal plans contained relevant information that was used to meet children's individual needs. The childminder talked knowledgeably and confidently about children's needs, personalities and how they were supported. We saw that techniques and strategies used helped them have positive outcomes. For example, explanation was used well to help children understand why they were asked to do something. As a result, children had positive play experiences as they were encouraged to share toys. Through discussion and seeing practice, we were confident that children's needs were being met. We asked the childminder to further develop personal plans by including this information. Plans should be formally reviewed at least once in every six months. We suggested a summary was recorded as this will help monitor children's progress and support their continued development.

Regular communication with parents meant they were kept informed about their child and could contribute their views. Sharing photographs and information about the service meant parents felt included as they were kept updated.

Quality Indicator 1.3: Play and learning

Activities and experiences were provided to promote children's interests, development and well-being. Children benefitted from a child centred approach as activities were suitable for their stage of development and supported their interests. They had access to a variety of toys and games that promoted different play experiences, literacy and numeracy. As a result, children had fun. While drawing, children said "That's for my mum."

As the childminder had a flexible approach, there was a good balance of planned and responsive activities. Children were able to direct their play as their ideas were listened to. The childminder took account of the well-being indicators when supporting children's learning and development. We saw how children were making progress as the childminder captured their achievements. To support their continued development, 'next steps' should be identified. We talked about how the use of observation could be developed to assess outcomes for children. This would help monitor children's learning and development.

The local community was used to extend children's experiences. Going to parks and places of interest enabled children to play in the natural environment and socialise with others. They went on walks and played on large equipment at the park. These opportunities supported them to develop confidence in their physical skills, and promoted positive outcomes for their health and wellbeing.

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

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

The childminder had created a warm, welcoming and homely environment for children. They had access to the lounge, kitchen, bathroom. The enclosed garden offered children a safe area to play.

The availability of activities were suitable for the children being cared for. Toys and games were stored so they could be brought out if children wanted them. Sofas offered children a comfortable place to relax if they wanted to. Children had access to the garden for outdoor play and benefitted from being in the natural environment. Paved and artificial grass areas enabled children to join in physical games and play on wheeled toys.

We saw that the environment was clean, hygienic and well maintained for children. Visual and written risk assessments meant children's safety was promoted as hazards had been identified and minimised. We asked the childminder to date when they were reviewed or updated. We were satisfied that the spread of infection was minimised as effective infection prevention and control measures were in place.

How good is our leadership?**3 - Adequate**

We evaluated this key question as adequate, where there are some strengths, these just outweigh weaknesses.

Quality Indicator 3.1: Quality assurance and improvement are led well.

The childminder's values were evident in the warm, sensitive interactions observed throughout the inspection. Children felt listened to as their ideas and interests were valued and used. For example, activities they liked were available so they quickly settled on arrival. Their well-being was supported as strategies used helped them have positive experiences.

The childminder mainly used informal ways to evaluate the service. Regular contact with parents through verbal and electronic communication meant they were kept up to date. Information was shared about the activities their children were doing and progress they were making. This supported their involvement as their views informed the care provided. We talked to the childminder about capturing some of the feedback in a more formal way.

To support the development of the service, policies and procedures had been reviewed and updated. To keep up to date with current practice, they linked with other childminders to share information. We talked to the childminder about ways self-evaluation could be used to further develop the service. They should become familiar with 'A quality framework for daycare of children, childminding and school aged childcare'. This document is aimed at helping services evaluate their work. It will help identify what is going well and areas for development. In addition, using guidance such as Realising the Ambition would support this work. The bitesize information on the Care Inspectorate hub about quality assurance may also be useful. This will help improve outcomes for children. **See area for improvement 1.**

Areas for improvement

1. To continue to improve outcomes for children, approaches to quality assurance and self-evaluation should be developed, including methods to consult with children and families. The childminder should become familiar with best practice guidance and use this to support her approaches to self-evaluation and planning for continuous improvement.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which states that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate, where there are some strengths, these just outweigh weaknesses.

Quality Indicator 4.1 – Staff skills, knowledge and values.

Children benefited from the childminder's kind, caring and consistent approach. The childminder had a good understanding of children's development and personalities. She supported their play and provided activities they were interested in. As a result, children had positive experiences as they were happy and secure in her care.

The childminder was skilled at building relationships with families. They recognised and valued working in partnership with parents. Their approachable manner enabled information to be shared on a daily basis.

To keep up to date, the childminder used information from the Care Inspectorate and the Scottish Childminding Association (SCMA). They had also attended training in First Aid and child protection to refresh their knowledge. We talked about how best practice guidance could also support professional development as they reflect current practice. There is also information on the Care Inspectorate Hub that can be used to support professional development. Training should be evaluated to show how it is used to improve outcomes for children. **See area for improvement 1.**

Areas for improvement

1. To continue to improve outcomes for children, the childminder should develop a training plan to support her to develop her knowledge and skills. This should include, but not be limited to, child protection and first aid training. This plan should be based on self-evaluation and the needs of children and the service as a whole.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which states that: '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)

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?	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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