

Kelly, Valerie & Edward Child Minding

Livingston

Type of inspection:
Unannounced

Completed on:
17 January 2024

Service provided by:
Kelly, Mr&mrs Valerie And Edward
Kelly, Mr&mrs Valerie And Edward

Service provider number:
SP2003905976

Service no:
CS2003012251

About the service

Valerie Kelly is registered to provide a care service to a maximum of six children under 16 years, of whom a maximum of six children will be under 12 years, of whom no more than three children are not yet attending primary school and of whom no more than one child is under 12 months.

Numbers are inclusive of children of the childminder's family.

The service is delivered from the childminder's home in Livingston, West Lothian. Children have access to a downstairs toilet, a living room with conservatory and the kitchen. The premises has a secure garden for children to the rear. Local parks and public transport are accessible nearby and street parking is available.

About the inspection

This was an unannounced inspection which took place on 16th January 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Spoke with four people using the service and two of their family
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents

Key messages

- Children were supported by a childminder who was warm, kind and patient.
- Children were comfortable and confident in the childminder home.
- Parents and children felt valued and respected by the childminder.
- The childminder should continue to develop her self evaluation processes.
- The childminder should continue to engage in training and learning opportunities to expand their knowledge and skills.

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 positively on outcomes for children and outweighed areas for improvement.

During our inspection there were four minded children present who were relaxed and comfortable in the childminders care. The childminder was warm, kind and patient. They responded well to children's initiations for help and resources. This helped the children feel welcome and secure in the childminders home. One parent told us "My child is comfortable and confident, they really enjoys their time there".

Children were supported to develop friendships in the setting with the childminder encouraging them to play together and share toys. This helped children to develop social skills and build meaningful relationships. During our visit we saw children do arts and crafts together and chat about their favourite things, such as potatoes and dinosaurs.

Children were offered snack when they arrived at the childminders home. This was prepared and served by the childminder. Two children sat at a table with chairs and two children sat on the floor and sofa. We discussed best practice guidance on mealtimes and asked the childminder to review this experience for children. We suggested all children could be involved in preparing snacks and sitting together at the table to eat.

Children were cared for by a childminder who knew them and their families well. The childminder had recently reviewed and amended their personal development plans to support clearer next steps and strategies for each individual child. The childminder should continue to embed the new paperwork and record any achievements as children develop and grow in their care. We asked the childminder to ensure plans were reviewed with children and their families at a minimum of every six months or in response to significant events or changes in the child's life.

The childminder had a medication policy in place which highlighted the responsibility of the parents and the role the childminder when receiving, storing, and administering medication within their service. This was in line with current good practice guidance. Although there was no medication to sample on the day of inspection, we discussed the process and procedures the childminder would follow and were assured this was also in line with the Care Inspectorates "Management of medication in day care of children and childminding services".

On the day of inspection the pace of the day was relaxed and led by the children. Children were listened to at the service which promoted their right to choice and independence. They were encouraged to make decisions about their play through discussions with the childminder. For example, one child was supported to learn to knit, at their request, with the childminders support. One parent told us "My child is always doing different activities that involve fun and learning."

There was a range of toys and resources available that reflected the current interests of the children attending the service. As a result, children were engaged in play and having fun on the day of inspection. All children present told us their favourite thing to do was arts and crafts. They told us about the crafts resources available they enjoyed to play with. The childminder gave examples of different crafts activities they had recently engaged in to extend children's interests and creativity.

For example the children had recently decorated their own Christmas bauble to take home with them. We suggested the childminder develop ways to record these new experiences and children's engagement.

Children's language development was supported by the childminder through appropriate conversations and role modelling. The childminder was mindful of children's individual needs and interests. In response to one families request the childminder had increased opportunities to read stories and books available to support an individual child's learning and development.

At the previous inspection the childminder was asked to work with children and parents to agree an approach to device use in the setting. This would enable children to expand their digital interests, whilst considering their overall health and wellbeing. Children engaged in crafts activities and conversations for the majority of the visit, however they still had access to devices and the internet. The childminder advised, following the previous inspection, they had discussed the use of devices in the setting and requested parental controls were activated to ensure content was appropriate to the child's age and stage of development. The childminder also advised she monitors the child usage when in their care.

The childminder and one parent told us about regular access to the local community. They discussed visits to the local parks, and day trips over the summer holidays. Opportunities to play outdoors enhanced children's play and supported their health and wellbeing.

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 cared for in an environment that was clean and homely. The living room and conservatory were ventilated, with natural light. Children were comfortable in the setting and could independently move around the space to access toys and equipment they wanted to play with. Children had space to play together or on their own if they wished. Children enjoyed sitting at the table and relaxing on the sofa during our visit. Children could access an enclosed garden and a local park when they wanted to engage in active or outdoor activities.

Children were able to make choices and select from a range of toys and resources, which were suitable to their age and stage of development. The conservatory had been organised to ensure children could independently access equipment stored on shelves and in tubs. Lego and a wooden block set had been added to the resources. Following the previous inspection and area for improvement we encouraged the childminder to continue to add more natural, open-ended, 'loose parts' materials into the environment to help develop children's creativity and offer more challenge in their play. We highlighted the "Loose Parts Play: A Toolkit" again.

We were satisfied with the childminder's infection prevention and control practice. Policies and procedures were in place that identified necessary precautions to prevent the spread of infection.

We sampled accident and incident records and found these were in line with current good practice guidance. The childminder was aware of her responsibility to notify the care Inspectorate of any serious accidents or incidents.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

The childminder was welcoming and engaged well with the inspection process, they were open to our suggestions and discussions. This showed us the service had capacity for change.

The childminder had created child centred values for their service, which were shared with families. Children's views were actively sought by the childminder who valued their ideas and opinions. This showed us children's rights were respected. Children we spoke to told us they felt comfortable sharing their ideas and wishes.

The childminder engaged with parents to gather verbal feedback which influenced the service on a day-to-day basis. We suggested introducing a more formal way of recording parent's feedback. For example; in a notebook, completing the template already available on the registers, or recording comments when updating personal plans. This will ensure all families can be meaningfully involved in the services self-evaluation and improvement process. We have repeated the area for improvement made at the last inspection. (see area for improvement 1)

The childminder had developed a range of policies and procedures, these were shared with parents, so they knew what to expect from the service. The childminder should continue to review these regularly to ensure they remain in line with current legislation and guidance, including up to date contact telephone numbers.

The childminder had valid public liability insurances for her service which supported a safe environment for the children.

Areas for improvement

1. The childminder should further enhance outcomes for children by increasing their knowledge of current best practice in early learning and childcare. We suggest using the Care Inspectorate's website The Hub to access specifically but not exclusively:

- Realising the Ambition (Education Scotland 2020)
- Health and Social Care Standards (Scottish Government 2017)
- A quality framework for daycare of children, childminding and school-aged childcare (Care Inspectorate 2022)
- Your Childminding Journey (Care Inspectorate 2017).

This is to ensure care and support reflects the Health and Social Care Standard 4.11 which states "I experience high quality care and support based on relevant evidence, guidance and best practice".

How good is our staff team?**3 - Adequate**

We evaluated this key question as adequate, where strengths only just outweighed weaknesses

The childminder placed children and their families at the heart of their role. The childminder engaged with children in a responsive, and respectful manner which supported their self-esteem and confidence. They promoted positive behaviour by role modelling kind words and friendly engagement with the children.

We acknowledged that the pandemic and other local childminders closing their service had impacted the ability to attend local training in person. The childminder had recently completed some online courses, for example, Autism awareness. They told us they engaged in personal reading when good practice notes were circulated, recent examples given were the updated nappy changing guidance and SIMOA keeping safe practice notes. However, we asked the childminder to develop a process to record any reading, reflections and impact of learning on their practice and outcomes for children.

We discussed the importance of training to ensure practice remained up to date with current guidance. The childminder should continue with plans to identify and participate in training that will further develop their skills. With a focus on undertaking a child protection and first aid refresher. We have repeated the area for improvement made at the last inspection. (see area for improvement 1 under key question 3).

Membership with Scottish Childminding Association and the Care Inspectorate ensured the childminder kept up to date with best practice and legislation. We signposted play Scotland and Scottish Out of School Care resources for school aged children's ideas and training as well as the Care Inspectorate hub.

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

To ensure that children's needs are identified, planned for, monitored and met, the childminder should further develop personal planning in accordance with the `Guide for providers on personal planning: early learning and childcare` (Care Inspectorate 2021).

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state "My personal plan (sometimes referred to as a care 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 area for improvement was made on 21 October 2022.

Action taken since then

Every child registered with the service had a care plan completed. The Childminder had had introduced personal development plans for each child that noted a goal, strategies and outcomes.

This area for improvement has been met.

Previous area for improvement 2

In order that children receive the accurate medical support they require, the childminder should ensure medication records are completed by parents prior to accepting medication into the service.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state "My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event" (HSCS4.14).

This area for improvement was made on 21 October 2022.

Action taken since then

Following the previous inspection, the childminder had reviewed their policy, procedure and processes when receiving, storing, and administering medication within their service

This area for improvement has been met.

Previous area for improvement 3

In order for children to be safeguarded from potential harm, the childminder should develop a system to record and monitor significant information, which can be shared with relevant agencies if required. The childminder should revisit their child protection policy to consider various scenarios for clarity on when concerns should be shared with other agencies.

This would ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities" (HSCS 3.20).

This area for improvement was made on 21 October 2022.

Action taken since then

Following the previous inspection the childminder had reviewed their paperwork, policy and procedures for child protection and safeguarding. They now had a flowchart available that clarified when concerns should be shared with other agencies. A template for reporting concerns was now available for the childminder to record and monitor significant information to share with relevant agencies.

This area for improvement has been met.

Previous area for improvement 4

In order to enhance the play experience for children, the childminder should expand the types of materials available to them and experiment with displaying or setting out toys to spark children's interest.

This would ensure care and support is consistent with the Health and Social Care Standards (HSCS) which states "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).

This area for improvement was made on 21 October 2022.

Action taken since then

Following the previous inspection the childminder had cleared and reorganised the toys and resources available to children in their care. Children engaged well with resources available on the day of inspection and could tell us about new toys they had played with or craft activities they had experienced.

This area for improvement has been met.

Previous area for improvement 5

The childminder should further enhance outcomes for children by increasing their knowledge of current best practice in early learning and childcare. We suggest using the Care Inspectorate's website The Hub to access specifically but not exclusively:

- Realising the Ambition (Education Scotland 2020)
- Health and Social Care Standards (Scottish Government 2017)
- A quality framework for daycare of children, childminding and school-aged childcare (Care Inspectorate 2022)
- Your Childminding Journey (Care Inspectorate 2017).

This is to ensure care and support reflects the Health and Social Care Standard 4.11 which states "I experience high quality care and support based on relevant evidence, guidance and best practice".

This area for improvement was made on 8 October 2021.

Action taken since then

This area for improvement is not met and has been repeated under key question 3.

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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