

Lisa Kirk Childminding Child Minding

Inverkeithing

Type of inspection:
Unannounced

Completed on:
27 February 2024

Service provided by:

Service provider number:
SP2012983357

Service no:
CS2012307051

About the service

Lisa Kirk Childminding is registered to provide care to a maximum of six children under the age of 16 years, of whom no more than three are not yet attending primary school and no more than one is less than 12 months. The service is located in a quiet residential area of the town of Inverkeithing, close to schools, nurseries, shops and local transport links.

Children are cared for in the living room, kitchen and rear garden of the childminder's home. They also use the toilet on the second floor of the property. Children also enjoy time in the local community at parks, beaches and other natural spaces.

About the inspection

This was an unannounced inspection which took place on Tuesday 27 February 2024 between 09:45 and 12:45. 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:

- spent time with one child
- received feedback from two of their family members
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children were nurtured and supported by a warm, kind and compassionate childminder who respected their needs, rights and choices.
- Families were very happy with the quality of care, play and learning their children experienced in the childminder's home.
- The childminder used personal plans well to meet children's needs and was improving these so they were more inclusive for children and families.
- Children had fun as they enjoyed high quality play and learning experiences that respected their interests, needs and rights.
- Children played in a safe, clean and well-maintained setting that was homely and nurturing.
- The values of trust, nurture and respect were well embedded which promoted positive outcomes for children and families.
- We encouraged the childminder to continue developing their approaches to quality assurance and improvement over time.
- The childminder was keen to extend their knowledge and understanding of high quality care, play and learning through relevant 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?	5 - Very Good
How good is our setting?	5 - Very 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?

5 - Very Good

We found significant strengths in aspects of the care provided and how these promoted positive outcomes for children. Therefore, we evaluated this key question as **very good**.

Quality indicator 1.1: Nurturing care and support

Children experienced high quality nurturing care and support because the childminder was warm, kind and compassionate. Children were encouraged to be independent and the childminder reassured them that they would be there to help them when they needed it. This helped children to feel safe and secure while developing skills for life. The childminder respected each individual child's needs, rights and choices. The strong and trusting relationships between the childminder, children and families meant that children experienced the right support at the right time. The childminder was attuned to each child's actions, emotions and words and used this to understand what support they needed. Children led their own routines and were able to influence what they did each day in the childminder's care. This ensured they felt included, respected and valued as individuals. The childminder responded sensitively to any changes in children's routines and recognised when particular events may change their needs. As a result, children were supported to thrive and flourish in the childminder's care.

The childminder had worked with families to create a personal plan for each child which detailed their needs, for example, any allergies, medical needs and dietary requirements. All basic, relevant information was available to keep children safe, healthy and protected. Families worked closely with the childminder to keep this information updated so that the childminder could make any changes that met children's needs. The childminder had a very good understanding of personal planning and wanted to make sure they were useful and relevant to children and families. They had made some changes to the plans recently and recognised that they wanted more involvement from children and families. We agreed that this would help children and families feel more included while celebrating children's successes and achievements in a visual way. We shared relevant guidance on personal planning to support the childminder as they continue developing personal plans to fully meet children's needs, rights and choices.

Children enjoyed social and relaxed mealtime experiences. Families provided most meals and snacks which helped to ensure children's dietary requirements and preferences were met all the time. The childminder provided snacks if children were hungry or when they were interested in trying something new. Young children were well supervised at mealtimes and encouraged to build positive habits, for example, to reduce the risk of choking incidents. As a result, we were confident children were safe and nurtured in their mealtime experiences.

Quality indicator 1.3: Play and learning

Children had fun as they learned through exciting, high quality play experiences. Families told us they were very happy with the play opportunities the childminder offered. One parent told us, "She undertakes a lot of fun, creative tasks but also appreciates the need to be active." This approach to play and learning helped children to develop a range of skills for life that respected their likes and dislikes. The childminder watched and listened to children's play to understand their unique interests and provide play that helped them to achieve. For example, young children were offered opportunities indoors and outdoors to climb and explore the natural environment in ways that helped them to understand risk.

By offering children safe and well supervised risky play, the childminder was helping children to become independent learners who understood their own capabilities. In addition, spending time outdoors gave children opportunities to learn more about their own community, building positive connections for the future. As a result, we were confident children were achieving and thriving.

The childminder had a very good understanding of how to support children to develop through high quality play and learning. For example, young children were being very well supported to develop speech and language skills. The childminder was patient and encouraging when listening to young children in ways that helped them to practice their speech and learn new language. Books, songs and informal chatter throughout the day was helping children to make themselves understood and reduce any frustration they may feel when learning something new. The childminder also shared children's play and learning with families through photos and descriptions in 'floorbooks.' Children enjoyed looking through these and revisiting their own play and learning with each other. This approach helped everyone to feel included in their learning. We encouraged the childminder to continue developing these floorbooks to include children and families in influencing their own play over time.

How good is our setting?

5 - Very Good

We evaluated this key question as **very good** where there were major strengths in supporting positive outcomes for children and very few areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a homely, nurturing and warm environment that was planned to meet their needs. The childminder had created open play spaces in the living room and garden to offer children fun and exciting play that respected their interests. There was a good range of resources for children to choose from which encouraged them to be imaginative and creative. The garden space was inviting and engaging with a range of play opportunities on offer. The childminder had created a good balance between offering a child friendly play environment and a 'home-from-home' experience that nurtured their needs. Children also spent lots of time in the local area which broadened their play experiences to build positive connections with their community. This type of play also encouraged children to be active and develop independence in a supported way. For example, children were learning how to stay safe when playing out and about with friends. This promoted positive outcomes for children as they grow and develop.

The premises were clean, safe and well-maintained. The childminder had very good measures in place to reduce the risk of the spread of infection. For example, the toilet was very clean and tidy and the play spaces were cleaned regularly. The childminder also implemented best practice in nappy changing to keep children safe and healthy. The home was very well presented and welcoming, offering an inviting and warm atmosphere for children and families to spend time in. Children were learning how to look after their own personal care, for example, learning how to wash their hands and being reminded to wipe their faces after mealtimes. This helped children to stay safe and healthy while promoting their confidence and self-esteem.

Children were kept safe because the childminder had a very good understanding of how to reduce risk and recognise potential hazards. The childminder spoke confidently about how children were supported to recognise risk for themselves, for example, when crossing roads and climbing in the park. As a result, children were confident and resilient when trying new things. The childminder had recently developed new risk assessments using a template that could be amended to be more specific to their own home and community.

This was a work in progress and we encouraged the childminder to ensure that these were as specific and detailed as possible. This will ensure everyone understands how to reduce risk and protect children from avoidable harm.

How good is our leadership?

4 – Good

We found several strengths impacted positively on outcomes for children which clearly outweighed areas for improvement. Therefore, we made an evaluation of **good** for this key question.

Quality indicator 3.1: Quality assurance and improvement are led well

Children experienced high quality care, play and learning because the childminder was focussed on providing experiences that were fun, nurturing and responsive to children's needs, rights and choices. The childminder genuinely cared about promoting positive outcomes that were in line with best practice in child development as well as families' wishes. As a result, families told us they were very happy with the childminder's leadership. One parent told us, "(We have) always had confidence that Lisa is very reliable, caring and helps to develop children." The childminder asked children and families for feedback regularly, through informal discussions and more formal questionnaires. The childminder told us they sometimes found it difficult to get feedback from families and we discussed how they could use different strategies to achieve this. For example, gathering feedback on specific aspects of the service may help families to be more included. In addition, notes could be taken on the informal feedback received and then shared with families through the floorbooks. This will create more inclusive and supportive ways of involving children and families in developing the service.

The childminder had begun to review and evaluate the quality of children's experiences using relevant quality frameworks and best practice guidance. They had explored what national expectations are for children's experiences and used this to understand where they could make changes to improve outcomes for children. They had identified some areas they could improve, for example, revisiting child development theories that support children's play and learning. We encouraged the childminder to continue reviewing and developing their approach to quality assurance and improvement. For example, thinking about specific children and their experiences would help the childminder to understand how they know children are being offered high quality care, play and learning that meets their needs, rights and choices. This will ensure that individual children, families and the community remain the focus of any improvements made.

How good is our staff team?

4 – Good

We made an evaluation of **good** for this key question where there were several important strengths that promoted positive outcomes for children and these clearly outweighed areas for improvement.

Quality indicator 4.1: Staff skills, knowledge and values

Children enjoyed nurturing, strong and positive relationships with the childminder. The childminder's approach helped children to feel valued, loved and secure. There was a sense of warmth, kindness and compassion at all times and this contributed positively to promoting children's confidence and self-esteem. The childminder listened carefully and attentively to children, including finding ways to understand their actions, emotions and words. The childminder was both knowledgeable and experienced in childminding and this helped them to provide individualised, responsive support to children and families.

One parent told us, "She is excellent in everything she does... They are very settled with her and her home." It was clear that the childminder had trusting relationships with children because children sought support from them if they needed it. Children were resilient and confident because the childminder believed in their potential and encouraged them to be independent. As a result, children and families were included, respected and valued.

The childminder was keen to continue their learning and development. They had a reflective mindset that helped them to review things that went well and things that could be changed to promote positive outcomes for children. They were able to see where they could make changes quickly within their current knowledge and understanding. They were also keen to extend this knowledge further to broaden the strategies they used to meet children's needs. We discussed how the childminder could record and reflect on their own self-directed learning so that this is included as part of their training plans. For example, when reading relevant best practice, the childminder can use reflective tools to support their self-evaluation and learning. This would further increase their ability to use their learning in meaningful ways to promote positive outcomes for children and families.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very 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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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