

# Spence, Janet Child Minding

Dunblane

**Type of inspection:**  
Unannounced

**Completed on:**  
21 February 2024

**Service provided by:**

**Service provider number:**  
SP2003903200

**Service no:**  
CS2003005436

## About the service

Janet Spence is registered to provide care for a maximum of eight children at any one time up to 16 years of age: of whom no more than six are under 12 years; of whom no more than three are not yet attending primary school and; whom no more than one is under 12 months. Numbers include the children of the childminder's family/household.

The service is provided from the childminder's home in Dunblane. Local amenities include the local school, nursery, shops and parks. Children have access to the lounge/dining area, kitchen and upstairs toilet. Children can access the enclosed garden.

## About the inspection

This was an unannounced inspection that took place on 21 February 2024 from 09:15 until 12:15. 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 three children using the service
- spoke with the childminder
- observed interactions between the childminder and the children
- spoke with a parent when they collected their child
- reviewed documents
- gathered feedback about the service from families using Microsoft Forms survey.

## Key messages

- Children's emotional wellbeing was supported by the childminder's warm, kind and compassionate interactions.
- Children participated in play and learning experiences that were engaging, fun, and took account of their interests and choices.
- Children were developing a knowledge of their natural environment when involved in outdoor experiences.
- Children experienced a warm, welcoming and homely environment.
- We would encourage the childminder to strengthen the systems in place to evaluate the quality of the service and the impact on outcomes for 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?	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 Key Question 1, Quality Indicator 1.1 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 experienced interactions that were warm, kind and compassionate. A nurturing approach supported children's emotional wellbeing. Language to describe emotions was used by the childminder so that children understood how they were feeling. A child said they had drawn a picture of Mummy. The childminder responded by saying the child's mummy looked happy. Children chatted with the childminder about their feelings and were supported to explore the reasons for their different feelings. Children felt at ease during our visit. The childminder introduced us to the children so they knew who we were. This helped children to feel safe and emotionally secure. A parent said, "Janet really cares about my son and looks after him as if he were her own child. It's a real caring and nurturing environment and my little boy loves going there."

Children's health and wellbeing was supported by the development of individualised personal plans. They set out children's care routines, interests and any health needs. Children received the care and support that was right for them. We could see that information was updated showing that the childminder responded quickly, sensitively and compassionately to the changing needs in each child's life. We would encourage the childminder to formally record each review of the personal plan to show this is carried out for every child at least once in each six month period. We suggested that the childminder include detail of what children's next steps might be, and how they can be supported to achieve their goals. Children that required support to stay healthy through the administration of medication had a system in place for recording how their medication was managed. We would encourage the childminder to review the recording formats in place and ensure they include the information as advised in the practice guidance, 'Management of medication in daycare of children and childminding services.' This will ensure that the recording of medication is robust so that children are safe and healthy.

Children experienced a sociable, relaxed and unhurried snack. They followed the snack routines that supported their independence and kept them safe and healthy. Children washed hands and chose a snack from a variety of healthy food options. The childminder was aware of the benefits of engaging children in meaningful conversation as they ate. Children felt respected and included as they enjoyed good quality and fun interactions.

**We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore, we evaluated Key Question 1, Quality Indicator 1.3 as very good.**

### Quality Indicator 1.3: Play and learning

The childminder had a good understanding of how children learn through play. They recognised their critical role in supporting children's current interests and curiosities. Using effective questioning and tuning into the needs of individual children supported inclusion, friendships and positive interactions. A child enjoyed singing and reading a story with the childminder. Learning and development including early literacy was promoted as a result. A parent said, "I love how engaged my child is, he loves going to Janet's. She explores their interests and encourages development. She is so nurturing with them - they feel safe and happy."

Children participated in play and learning experiences that were engaging and fun. Children had taken part in scientific experiments and cooking activities. These experiences had promoted positive outcomes in early science, technology, engineering and maths (STEM). Children's interests and choices were considered so that planning was responsive. One child had a love for trains so had been taken on a train trip. Children were respected, valued and listened to. A child said, "I can bring my toys, Janet likes my toys and I do different exciting things every week. I learn stuff."

Children enjoyed spending time outdoors and in the local community. They were active and developing physically. Children were exploring the natural environment when involved in planting and growing, and finding out about bugs and other wildlife. A child said, "Remember we blew the flower? I did that with my Dad." The childminder responded to the child chatting and listening as the child recalled the experience. Children enjoyed risky play opportunities including tree climbing, and socialised with other children when attending various local groups. A child said they liked, "All the places she lets us go / takes us." A parent said, "Janet has a wide range of outdoor experiences, indoor clubs (eg, at the library) and a variety of crafts and experiences at home."

The childminder had built trusting relationships with children and families. Engaging families in the service ensured they felt included in their children's childminding experience. Daily chats and the use of social media provided opportunities for sharing information, children's experiences and their progress. Children's learning was valued and their achievements celebrated. We suggested that the childminder used outcome language in their social media posts including, for example, SHANARRI wellbeing indicators. This will highlight how play supports children's development and supports them to achieve their potential.

## 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

Children experienced a warm, welcoming and homely environment. They were confident as they moved around following and leading their own play and learning. Children were familiar with routines that included removing their jacket and shoes in the hallway. The childminder had ensured that children had ample space to move around, play and explore. The cosy sofa and soft furnishings supported children to rest and relax, the child size table and chairs, various activities and meals, and the floor provided space for children to play with various toys and resources. Children had a sense of belonging in the childminder's home and had opportunities to achieve and develop a variety of skills. A parent said, "My little boy has always slept really well at Janet's I think it's because he feels so comfortable there."

The childminder's home was bright, clean and well maintained. They were alert to potential risks in their setting, outdoors and in the local community. This safeguarded, protected and supported children's wellbeing and safety. The childminder identified and minimised potential risks through the use of risk assessment. Infection prevention and control measures included cleaning and hand washing routines that were effective. Children were guided and supported to stay safe through discussion and opportunities to take on new challenges.

Children and family's personal information was securely stored. This showed the childminder understood their responsibilities regarding storing and processing children's personal 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 well led

The childminder was committed to meeting the needs of children and families. They recognised the importance of effective communication and had built trusting relationships with children and families. The vision for the service and an overview of policy and procedure was shared with families so they knew what to expect from the service. The childminder had created a happy and welcoming ethos promoting a positive atmosphere for children to play and learn. A parent said, "Janet is a wonderful, experienced childminder. She really cares about the kids, it's such a nice place for them to be."

The childminder had kept the required records, including accident and incident records, and risk assessments. They had a good understanding of child protection policies and relevant practice. This supported the childminder to meet the legislative and regulatory requirements of operating a registered childminding service and to keep children safe.

The childminder had developed quality assurance systems and processes to a good level. They had reflected on the quality of the service through gathering the views of children and families, and improving practice as a result of their continued professional learning. For example, learning from baby signing training had supported a family to communicate with their young child. This had improved outcomes for the child and family. The childminder offered funded early learning and childcare for children aged two to five years in partnership with Stirling Council. They had worked well with the local authority to develop the service in line with the guidance and training provided. We would encourage the childminder to use Care Inspectorate's 'A quality framework for day care of children, childminding and school aged children' to develop self-evaluation further. This will strengthen the systems in place to evaluate the quality of the service and the impact on outcomes for children, and support continuous positive improvement.

## 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: Staff skills, knowledge and values

The childminder's compassionate and responsive approach supported children's wellbeing. Children felt safe, secure and relaxed in the service. The childminder demonstrated a rights based approach when caring for and interacting with children. They listened to children as they planned experiences and ensured activities were age and stage appropriate. This ensured planning reflected children's interests and curiosities.

The childminder demonstrated their knowledge and skills were up-to-date to offer very good quality experiences for children. They were proactive in relation to keeping up-to-date with best practice. They accessed useful websites including the Care Inspectorate Hub, the Scottish Childminding Association and other forums. They had attended a range of training courses including First Aid, child development 0-three years, and loose parts play. The childminder had developed a reflective account showing how their learning had been implemented. This continued to support and enhance children's care, learning and development.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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	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?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good



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