

Reid, Margaret Child Minding

Forfar

Type of inspection:
Unannounced

Completed on:
13 March 2024

Service provided by:
Margaret Reid

Service provider number:
SP2003901358

Service no:
CS2003002902

About the service

Margaret Reid provides a childminding service which operates under the name of Reid, Margaret within Forfar, Angus.

The childminder is registered to provide a childminding service from her family home to a maximum of 7 children at any one time under the age of 16.

Children have access to a dedicated playroom, lounge, kitchen/dining and enclosed garden.

About the inspection

This was an unannounced inspection which took place on Wednesday 13 March 2024. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children and received feedback from 9 parents using the service.
- spoke with the childminder.
- observed practice and children's experiences.
- reviewed documents.

Key messages

- Children experienced warm, kind and nurturing interactions. This supported them to feel comfortable, safe and secure.
- Respectful and trusting relationships had been developed with children and families.
- Families were very happy with the quality of care, play and learning their children experienced in the childminder's home.
- The childminder was experienced, knowledgeable and committed to training and 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very 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?

5 - Very Good

Quality indicator 1.1: nurturing care and support

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.

The calm and nurturing conversations between the childminder and the children showed that children were happy, secure and settled. Children were supported by the childminder to manage their emotions through positive and an inclusive approach. For example, the childminder spoke to children in a calm and gentle manner about being kind which enabled children to develop an understanding about their own and others feelings.

The childminder responded sincerely to the children, followed their interests and engaged children in respectful conversations throughout our visit. For example, the childminder took part in children's games, spoke to children in an encouraging manner and located toys and resources that children were interested in. This supported children to feel welcome, secure and valued.

Parents told us:

"I've found that my children have really grown in confidence through being looked after by Maggie. They are happy and content"

"I love how welcoming and friendly Maggie is. She instantly made my child feel comfortable and at ease which helped when it came to transitions".

Settling in procedures were not time limited and new children's families were invited to visit the childminders home and stay for visits as often as required prior to children starting. These supported positive relationships to be developed with families. The childminder knew the children well and was able to describe their individual preferences and personalities.

Personal plans held for children included consents, health information and dietary requirements. These were regularly updated in consultation with parents. We discussed where plans could be developed to include clearer records of support with actions the childminder would follow. For example, how the childminder would support, monitor and evaluate progress for children who required support with routines or personal care. We signposted the childminder to 'A guide for providers on personal planning: early learning and childcare', to support the development of personal plans.

Children experienced a sociable mealtime experience and children's safety and wellbeing was considered. For example, children washed hands prior to lunch, had access to space and dining furniture that supported comfort and their age and stage of development. The childminder stayed with the children and talked to them throughout the mealtime experience which was unhurried and a relaxed pace.

Quality indicator 1.3: play and learning

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.

Throughout our visit children were having fun and benefited from planned experiences based on observations and knowledge of their interests. For example, the childminder had dinosaurs, used coloured magnets and flash cards to develop problem-solving skills and create a sense of achievement through fun activities and games. The childminder's skilled interactions, use of open ended questions and appropriate praise during play supported children's confidence, speech and language development. One parent told us "Maggie has expanded my child's vocabulary through word games, counting through daily number work and counting materials".

Children had individualised observation booklets that included a range of learning activities that children had took part in. These included learning outcomes, children voice, skills being developed and included next steps. This ensured children's successes were celebrated and shared, giving children the message that they were valued.

Resources were easily accessible, and children benefited from a well organised environment where the spaces, toys and resources supported their independence and choice. Regular consultation with children meant their voice was heard and they could influence their day. Children come together to play, whilst other children were happy to play on their own and explore their individual interests.

Children had very good opportunities for fresh air and exercise through connections with the local community. For example, children regularly benefitted from going on walks, attending mother and toddler groups and visiting local play parks.

Parents shared with us "Maggie has been incredible for our child, she has really brought them on in many ways" and "Children have the opportunity to a range of play activities and equipment. They have the option of regular movement through outdoor learning and games. My children have developed well socially being with Maggie".

How good is our setting?

5 - Very Good

Quality indicator 2.2: children experience high quality facilities

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 experienced a warm, friendly and welcoming home from home environment. Children benefitted from an environment that was clean, tidy, had plenty natural light. The home was well maintained and secure. There were comfortable places where children could relax, and toys and resources were of good quality. The storage of toys at low level enabled all children to make choices and be independent in accessing these. One parent told us "Maggie provides a very warm and loving setting for all the children".

Children had opportunities for quality experiences such visiting farms and parks. This helped children to feel a connection to nature and a sense of belonging in their local community. One parent told us "my child is taken out to various places including the parks, local toddler groups and childminding groups". A variety of age and stage appropriate resources and equipment were available to the children providing opportunities for them to use their imaginations, be creative and problem solve.

Infection control measures provided a safe environment for children. For example, the toilet was clean with soap available for handwashing, hazards were out of reach for children and a hand towel which was changed twice a day was in place. We observed the childminder and the children practice good, effective handwashing routines at appropriate times. Risk assessments were in place for regular activities. This contributed to children being kept safe because the childminder had a very good understanding of how to reduce risk and recognised potential hazards.

The safe storage and confidentiality of children's personal information was considered. Processes were in place to enable appropriate access to necessary information, whilst maintaining security and confidentiality.

How good is our leadership?

5 - Very Good

Quality indicator 3.1: quality assurance and improvement are led well

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.

Aims were in place and included 'to provide a safe, warm, happy and loving environment'. At the next review we encouraged the childminder to include families into the review process to ensure everyone has a clear understanding of the service delivered.

Policies and procedures were in place and the childminder had shared these with parents. This contributed to partnership working and valuing parents and carers contributions. Positive relationships and frequent communication with parents meant children benefitted from care tailored to their needs. Verbal chats, use of text messages and the sharing of photographs supported planned consistent care for children. Parents told us "I get regular updates throughout the day about my child and Maggie shares any news, achievements and positives throughout the day" and "I love it when I receive photos of what my child has been during the day".

The childminder was familiar with the document 'A quality framework for daycare of children, childminding and school aged childcare' and had an Improvement plan in place. This was at the early stages, but the childminder demonstrated their commitment to continually improve the service they provide. One parent told us "The setting is brilliant".

The childminder consulted with local childminders to share best practice ideas and discuss other inspections to help measure their service. This enabled the childminder to develop the service to meet children's needs.

The childminder used a diary to support with their approach to quality assurance systems. Children were accounted for in the event of an emergency, as a register of attendance was maintained. The childminder had an effective system to record attendance which included when children arrived and left the service.

How good is our staff team?**5 - Very Good****Quality Indicator 4.1: staff skills, knowledge and values**

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 experienced compassionate and responsive care due to the positive relationships they had with the childminder. This helped to encourage and promote strong relationships and attachments with children and their families.

Children were achieving due to the childminder's enabling and nurturing approach. This meant children were supported well to achieve their potential. The childminder listened carefully and attentively to children, including finding ways to understand their emotions and needs. One parent told us "Our child adores being with Maggie, they have an incredible relationship, so incredible teachers have highlighted their amazing relationship and how well Maggie understands our child".

The childminder was both knowledgeable and experienced in childminding and this helped them to provide individualised, responsive support to children and families. For example, the childminder talked confidently about best practice guidance and practice notes which included, medication and toothbrushing.

As a member of the Scottish Childminding Association (SCMA) the childminder was able to engage in continuous professional development. They frequently kept up to date with changes in guidance and legislation through alerts from the SCMA and completed qualifications relevant to their role and kept up to date with core training. For example, child protection and first aid. Training and self-study included Solihull approach training, autism and neurodiversity awareness. We discussed how reflecting on professional learning would continue to support and enhance children's care, learning and development.

Parents highlighted:

"Maggie is very passionate about her job and the well-being of the children. Everything she does is in the best interest of the children. We feel very fortunate to have her in our child's life".

"Maggie is a wonderful childminder who I would highly recommend to anyone".

"My child is always happy and well looked after when in Maggie's care".

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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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