

Ross, Tracey Child Minding

Larbert

Type of inspection:
Unannounced

Completed on:
1 March 2024

Service provided by:

Service provider number:
SP2007964147

Service no:
CS2007144981

About the service

Tracey Ross is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school, and of whom no more than one is under 12 months. The numbers are inclusive of the childminder's own family.

The service is provided from the childminder's family home in Larbert. Children had access to the playroom, lounge, kitchen and toilet. They were able to play outdoors in the enclosed garden. Local amenities include the local school, nursery, shops and parks.

About the inspection

This was an unannounced inspection that took place on 1 March 2024 from 09:15 until 11:30. 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
- reviewed documents
- gathered feedback about the service from families.

Key messages

- Children's security, confidence and positive relationships were nurtured by the secure attachments and quality interactions demonstrated by the childminder.
- Play and learning supported children to have fun.
- Children experienced a calm, welcoming and homely environment.
- Self-evaluation was supporting continued positive change to children's outcomes.
- Very good experiences and outcomes for children were supported by the childminder who reflected on new learning and identified how it could enhance their practice.

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

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 1.1: Nurturing care and support

Children were nurtured and supported by the childminder who treated them with warmth, kindness and compassion. Delivering care using a calm approach helped children to feel valued, loved and secure. Children were confident seeking cuddles and reassurance from the childminder. They were listened to and respected as individuals. The childminder recognised that secure attachments and quality interactions nurtured children's security, confidence and positive relationships. A child said, "I am happy." The childminder supported children to use language to express their feelings. This supported their emotional wellbeing. A parent said, "Tracey is extremely professional and so caring towards the children. My daughter absolutely loves her."

Children's overall health and wellbeing was supported by consistent care and support that met their individual needs. Personal plans set out children's care routines, interests and any health needs. Children received the care and support that was right for them. For example, the childminder had ensured they were trained to administer medication that kept children safe and healthy. 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 suggested that the childminder include detail of what school aged children's next steps might be, how they were supported to achieve their goals and any outcomes. A parent said, "Tracey really helped with his development and always kept me in the loop with activities and learning."

Children enjoyed an unhurried and sociable snack during our visit. Children were confident following mealtime routines that supported their independence and kept them safe. They sat at the table enjoying a healthy snack chatting with the childminder. Creating a positive social experience provided a rich opportunity to promote close, secure attachments. Dietary needs were managed in a safe and inclusive way by providing healthy options suitable for all children.

Quality Indicator 1.3: Play and learning

The childminder understood the importance and benefits of play experiences that took account of children's interests and stages of development. Completing a relevant qualification had supported them to revisit child development by exploring theory and reflecting on practice. The development of natural resources and loose parts had increased opportunities for children to be curious and imaginative through their play. Children were baking cakes for their babies and the dinosaurs. They told us about the imaginary crocodile that would come to bite us. A parent said, "Tracey has ways to engage children and ensure that they are having fun and learning."

The childminder was skilled in extending children's thinking helping them to develop life skills. Word repetition through songs, nursery rhymes and storytelling were integral in children's daily routines. This promoted positive outcomes in literacy from a young age. The childminder responded to children's requests to read story books and to sing songs. Children jumped and laughed as they sang the sleeping bunnies song. Play and learning supported children to have fun. A parent said, "My child enjoys going to the library and reading all of the books. She loves drawing and singing/dancing to all of the nursery rhymes."

The childminder engaged families in the service so they felt included. Daily chats and a digital platform provided opportunities for sharing information about children's experiences and their learning and development. Children's achievements were celebrated and they were supported to achieve their potential. We suggested the childminder added captions highlighting children's outcomes to the photographs sent to families. For example, by referencing the wellbeing indicators and curriculum for excellence. This will support an understanding of how play supports children's learning and development.

Children enjoyed spending time outdoors and in the local community. They felt they belonged and were included as a result. Tree climbing in the local woodland and playing in the local parks supported children to develop physically. They were developing confidence and skills in problem solving. Families agreed that children had opportunities to play outdoors each day. A parent said, "Love the activities that Tracey offers going out to different playgroups etc."

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 calm, welcoming and homely environment. Children were confident as they moved around the areas of the home and selected toys and resources independently. They were following their interests and leading their play and learning. Children had ample space to play with resources on the floor or cosy up using the soft furnishings to relax and have a story. A homely environment supported children's emotional wellbeing.

The garden and the local community provided safe spaces for children to play outdoors. In the garden children enjoyed playing in the mud area, with the diggers scooping up the stones and with water. Sensory play supported children's development. Risky play opportunities including tree climbing supported children to learn about staying safe and to build confidence.

The childminder was 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. A parent said, "The setting is great, lovely and clean and lots of toys for the kids to play with."

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?

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 3.1: Quality assurance and improvement are well led

The childminder had developed trusting relationships with children and families. Effective communication ensured the childminder gathered information required to deliver high quality care and support for children. The aims and objectives for the service and an overview of policy and procedure was shared with families so they knew what to expect. The childminder was committed to meeting the needs of children and creating a happy and welcoming ethos. This supported families to feel valued and included, and promoted a positive atmosphere for children to play and learn.

Quality assurance systems and processes had been developed to a very good level. Care Inspectorate's, 'A quality framework for daycare of children, childminding and school-aged childcare' had been used as a self-evaluation tool. The childminder had reflected on how they were doing, how they knew and what they were going to do now. Self-evaluation was supporting continued positive change to children's outcomes. The improvement plan showed there was a focus on improving children's involvement in assessing the quality of the service. The childminder offered funded early learning and childcare for some children aged two to five years in partnership with Falkirk Council. They had worked well with the local authority as well as Scottish Childminding Association to meet the National Standard. Continuing to demonstrate the culture of continuous improvement in the service will show how high quality performance is maintained. A parent said, "Tracey is always proactive, continually reviewing and developing her practice to best meet the needs of children in her care."

The childminder recognised the importance of involving children and families in the development of the service. Children and families were encouraged to share their thoughts and views through, for instance, two stars and a wish questionnaires. This demonstrated that they were able to influence change supporting them to feel valued and included.

The childminder had kept the required records including accident and incident records and medication records. This supported them to meet the legislative and regulatory requirements of operating a registered childminding service and to keep children safe.

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. The childminder demonstrated a rights based approach when caring for children, treating them with respect and responding to their needs in an individualised way. Developing strong attachments and having a nurturing approach helped children to feel safe and secure.

The childminder demonstrated their knowledge and skills were up-to-date to offer high quality experiences for children. They regularly attended training, remained up-to-date with best practice, and had a relevant childcare qualification for their role. Reflections around practice had enabled the childminder to identify how they could enhance their practice. Training in understanding children and young people's mental health had supported reflection on the impact of significant events on children's emotions. Reflecting on this new learning had enabled the childminder to identify how they could enhance their practice. This contributed to supporting very good experiences and outcomes for children.

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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