

Tots & Toys Childminding Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
18 March 2024

Service provided by:
Sahira Aslam

Service provider number:
SP2013984824

Service no:
CS2013316887

About the service

Tots & Toys Childminding service is registered to provide a care service to a maximum of six children under the age of 16 years of whom no more than three are under primary school age, no more than two are under three years and no more than one is under 12 months.

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

The childminder is in partnership with Glasgow City Council, to provided pre school funded childcare for the Scottish Government.

The childminder operates her childminding business from her home in the area of Knightswood in Glasgow. All childminding areas are on the ground floor and benefit from a well resourced playroom and easy access to a safe and stimulating outdoor space.

The childminder currently cares for two children and, on the day of the inspection, the childminder was minding two children.

About the inspection

This was an unannounced inspection which took place on Monday 18 March 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 two children using the service
- observed interaction between the childminder and minded children
- reviewed documents and sampled personal plans.

Key messages

Children have access to indoor and outdoor play with a wide range of resources.

The childminder had a good knowledge of each individual child's needs and a plan in place to support their health, safety and wellbeing.

Children experience warm nurturing caring support that helps their overall wellbeing.

The childminder had very good communication with families to keep them updated on their child's development and positive relationships.

The childminder had developed good relationships with the local primary school, ensuring that transition activities promoted children's wellbeing and security.

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?	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?

4 - 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.

There were two children present during our inspection. We found that the childminder had very good processes which helped her get to know the families and the children before they started. This approach enabled the children and families to settle nicely into the service. The childminder met the children's needs and personal preferences through discussion and observations. We saw that the minded children were relaxed, happy, content, and enjoyed being with the childminder. The childminder was caring, warm and gentle towards the children in her care and knew the children very well.

The childminder discussed the individual needs of the children with parents regularly. Pictures were sent via WhatsApp, to parents of daily trips out. This helped reassure parents that their children were having a great time and helped them feel part of their child's day. This approach helped to support effective communication, consistency and continuity of care. One parent told us " My child comes homes every day learning new songs and I receive regular photographs throughout the day."

The childminder knew the children well and cared deeply for them and their families. We looked at a range of documentation that helped the childminder support the children and meet their ongoing needs, wishes and choices. The children worked in partnership with the family, child and other agencies to ensure that the child had the best start possible. Children's overall wellbeing was supported through effective use of personal planning, taking account of the wellbeing indicators. Children and families were central to this process ensuring effective information sharing which is used by staff to promote consistency and continuity of care. This enabled the childminder to respond quickly, sensitively, and compassionately to changes in a child's life.

The childminder worked proactively with children, families, and the local primary school to identify appropriate next steps and strategies to help children transition smoothly into primary. This information was used consistently and effectively by all to ensure positive outcomes and was shared with parents and the children. She valued her relationship with all parents, one parent told us "the childminder cares for my child as though she was her daughter and I feel very happy."

The childminder had a good medication procedure in place. This helped ensure that medication was safely stored and administered to children. Appropriate procedures were in place to record accidents and incidents. These were discussed with, and signed off by parents. These procedures helped keep children safe and supported the childminder in responding effectively to the children's care needs.

Parents provided lunches for the children and the childminder provided healthy snacks. There was water available throughout the session that children could access, as they wished. They enjoyed eating together, in an unhurried and relaxed atmosphere, ensuring a caring and positive social experience. The childminder was focused on all children and could respond immediately should an emergency, such as choking, occur. Food choices were nutritious and reflect current guidance. They were appropriate for children's individual, cultural and dietary needs.

Quality Indicator – 1.3 Play and Learning

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children had access to a range of opportunities to support their play and learning experiences. Children embraced their right to play, have fun, experience success, while learning and developing their skills. This included making use of the amenities in the local area, including parks, planting and digging in childminders garden and activities in the local library. This helped children to be part of their local community. Children were also able to lead their own play in the childminder's home by having access to a variety of resources in the playroom.

Children's literacy and language development was supported through the reading of books with the childminder and modelling good language skills. The childminder used her skills to assist some children's understanding of different vocabulary used during their play routines. For example, asking the children to identify colours and naming objects. The childminder had a very good understanding of child development, relevant theory, and practice, and skilfully used this to support high quality play and learning experiences.

Well considered innovations and creative approaches successfully engaged children's imagination and enriched their play and learning. We observed one child engaging in pretend play with a dolls house another child had great fun building blocks, to extend their curiosity and imagination. The childminder used effective questioning to take children's learning forward and were responsive to children's interests. Play experiences developed children's skills in language, literacy and numeracy and this was supported throughout the daily routine.

How good is our setting?

4 - Good

Quality Indicator – 2.2 Children experience high quality facilities

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children experienced an environment that was welcoming, clean and well maintained. Regular handwashing took place and this helped to reduce the risk of infection and support children's health. To support children's safety and wellbeing, the childminder carried out a daily visual assessment of the environment.

The childminder's assessment of potential risks was to continue on an ongoing basis to reflect any changes to the environment and take account of children's individual stages of development. Children had full access to a playroom that was presented well to meet their needs. The playroom was bright, inviting and well ventilated. They were encouraged to choose what they wished to play with and all resources were at their level and easy to access. There was a variety of table top and floor based experiences, along with seating to relax and enjoy quiet play. Outdoor play resources were also available in the front and back garden. These included balls, bikes and a sheltered area to take part in arts and crafts, read or use jigsaws. This area was well maintained and safe on the day of inspection.

How good is our leadership?

4 - Good

Quality Indicator- 3.1 Quality Assurance and improvement are led well.

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

We found that the childminder involved parents and children in the day-to-day running of her service. She shared policies and procedures and responded to ideas and routines highlighted by parents. The childminder provided a service that met the needs and interests of the children she was caring for. She did this through regular communication with the parents. For example, WhatsApp helped her share the children's experiences, successes and achievements. Parents were then able to respond using WhatsApp or other means. Daily discussion at drop off and pick up ensured that the needs of the children were being met. This approach helped parents feel they were included in their child's day and that the childminder valued their input. One parent said "The childminder is a very kind and professional woman."

The childminder used feedback from the parents and children to help her reflect on the experiences they were having. This approach enabled her to develop plans and evaluate the care and activities she provided to the children and families. It also ensured that she met the ongoing needs, wishes and interests of the children and their parents.

We saw evidence of the childminder, asking parents if there were any improvements needed. The information we sampled evidenced that they were happy with the service they received. She frequently asked children what they liked to do whilst in her care, these included;

- making playdough
- playing with varied sized building blocks
- going to the park
- cooking in the kitchen area.

During the inspection the childminder used open questioning with the children daily, so she understood their likes and wishes were met, during the session. We noticed that the childminder promoted good behaviour and kindness between the children and with herself. She told us that she frequently asked parents what they would like improved in her service, but they always respond that they were happy. She had taken part in extensive training in childcare and used that knowledge to buy new equipment and offer the children new games to play together.

How good is our staff team?

4 - Good

4.1 Staff skills, knowledge and values

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder knew the children well and had built up strong relationships with children and families. She interacted appropriately to promote children's confidence and had a positive influence on their lives as they developed and learned. One parent commented. "My child has settled in well since the first day arriving and has wanted to go every day since then."

The childminder had engaged in core training relevant to her role, such as, child protection, engaging effectively with children, food safety, working with the whole family and first aid. We could see that this had ensured children benefitted from a well-trained, competent childminder.

Information was shared verbally with parents regarding children's day. We discussed that the childminder, should inform parents if she had made improvements to the service, based on their wishes. The childminder supported children through nurturing interactions and took time to speak, support and listen to them. This enabled children to feel safe, confident and secure. She told us that she wanted to provide the best childminding experience to families. She was committed to the learning opportunities she sourced and has more training courses booked to attend in the future, enabling her to improve outcomes for the children in her care.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very 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?	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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