

Simpson, Sandra Child Minding

Forfar

Type of inspection:
Unannounced

Completed on:
11 March 2024

Service provided by:
Sandra Simpson

Service provider number:
SP2003901384

Service no:
CS2003002938

About the service

Sandra Simpson is registered to provide a childminding 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 whom no more than one is under 12 months. Numbers are inclusive of the childminder's family. Minded children cannot be cared for by persons other than those named on the certificate and no overnight care can be provided.

The childminder provided a service from her home which is a residential area in Forfar. The home is close to local amenities and public transport. Children have the use of the living room, kitchen/dining room and bathroom. The childminder makes good use of the local community and garden to ensure the children have a variety of activity opportunities.

About the inspection

This was an unannounced inspection which took place on 11 March 2024 between 12:30 and 15:00. Two inspectors carried out the inspection. 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.

In making our evaluations of the service we:

- Spoke with children and one parent using the service.
- Spoke with the childminder.
- Observed practice and children's experiences.
- Reviewed documents.

Key messages

The childminder provided a warm, welcoming and homely environment.

Children were cared for by a skilled and knowledgeable childminder, who consistently provided positive experiences.

Children had regular opportunities to explore their local community and build connections with other children when attending groups.

The childminder was committed to developing their practice and dedicated time to access 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?	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

We evaluated this key question 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 were happy and had formed strong attachments with the childminder. They experienced warm nurturing interactions with a childminder who was responsive to their needs and cues. As a result, children were confident to seek support when they needed to.

The childminder knows the children and their families well and has built trusting relationships with the parents. One parent told us, "The childminder is very experienced, and I am confident in looking to the childminder for advice in regard to my child and my child's needs, if I'm unsure of anything". Families and children were appropriately supported by a skilled childminder who ensured children were supported to meet their full potential.

All children have care plans in place, and these are being informally reviewed with parents. Further details shared by parents could be captured within the children's care plan, for example, agencies involved with children. Dating plans consistently when they have been reviewed would support the childminder to ensure appropriate information is gathered and clear. We signposted the childminder to review the 'Guide for providers on personal planning, Early Learning and Childcare' guidance for support. This would highlight changes to children's needs or circumstances regularly.

Medication was stored appropriately within the service, with lifesaving medication accessible, including when on outings. Medication forms were used appropriately. However, we did highlight that forms could be reviewed to ensure all appropriate information is gathered regularly. We signposted the childminder to the 'Management of medication in daycare of children and childminding services' guidance for further support. This would help the childminder to promote best practice consistently.

Nappy changing facilities were in the family bathroom. This provided dignity and respect for the children. Appropriate infection control measures were followed with the use of personal protective equipment (PPE) when nappy changing took place. Children were respected and protected when they received intimate care.

We did not see lunch on our inspection; the childminder talked us through her weekly routine for children's mealtimes. Parents provide children with snacks and lunches. The children also have opportunities for sociable lunch experiences within their local community groups. Children attend a cooking experience group at the cricket club with the childminder where they cooked their meals. This supports children's independence and building relationships with people in their wider community.

Quality Indicator 1.3: Play and Learning

Children were offered a range of resources to support their interest, enabling them to lead their own play. These were mainly kept in a spare room and then taken into the living room, when requested by children. Older children knew what toys and games were available and could ask for them. Younger children's interests were monitored by the childminder, learning was extended through careful planning of resources available for the day. We discussed with the childminder to consider the younger children and how they can access toys and games freely and regularly. This would ensure all children have consistent opportunities to lead their own play.

The childminder provided a good balance of planned and spontaneous experiences for children. They attended planned groups that included activities such as, crafts and cooking. Groups offered a range of activities and experiences that were developmentally appropriate for children. One parent told us, "I am extremely happy with the service, my child is open to experiences plenty of toddler groups where she is able to learn, socialise, play and share". This ensured children had opportunities to explore different interests regularly.

The childminder followed children's interests when planning activities. They attended groups that provided a variety of activities that children enjoyed taking part in. Learning opportunities were extended beyond the setting, while on walks children were supported to learn about road safety and environmental print. Children were given opportunities to build lifelong skills and understanding how to keep themselves safe.

The childminder shared information with families through Whatsapp, providing pictures of children taking part in activities and information about what they had been learning. Younger children's families receive a daily communication sheet to ensure all important information had been shared. This ensured parents were well informed about their children's day.

How good is our setting?

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 2.2: Children experience high quality facilities

Children were cared for in a homely and welcoming environment. There was ample space for the children to explore and express physical play, for example running, jumping and rolling around. Children were confident to explore the childminders home and appeared secure and comfortable. This was confirmed by a parent who told us, "I know she is happy with going to her childminder and has a good relationship". The childminder's welcome and inclusive approach ensured children and their families felt respected and valued.

Accidents and incidents were appropriately recorded and were shared with parents. If a child bumped their head the childminder would call to inform the parents. This ensured parents were well informed of any accidents. The childminder completed informal audits to identify any trends in any accidents. As a result, children were kept safe.

Children had access to a kitchen and dining space where they would have their lunch and snacks when at the childminders home. On occasions when the children request, they will have picnic style lunches or snacks in the living room. These spaces were both clean and tidy which ensured children were kept safe while having meals.

Robust risk assessments were in place that detailed areas inside and outside the home. These were reviewed regularly, and changes updated when required. Outings risk assessments were regularly assessed with children through discussions, this helped children to understand how to keep themselves safe. Individual risk assessments for children would support the childminder in keeping children safe as their needs change. This will support children to understand their own risk and to ensure children are kept safe while out on walks.

Infection control measures met current best practice. The childminder used personal protective equipment when required. Children were encouraged to wash their hands at key times of the day, reducing the risk of spread of infection.

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 led well

The childminder provided a service that met the needs of individual children and families they cared for. Holidays and planned time away were well considered and families were supported with patterns of care they required. There was an emergency procedure in place with another childminder. This ensured that children and families were provided with consistent care and kept safe in the event of an emergency. One parent told us, "I have no faults with the service, extremely happy with what is provided for my child".

Aims and values were in place and reviewed regularly with older children and parents. The use of questionnaires and discussions provided opportunities for families to share their views and opinions. This allowed children and parents to influence the care they experienced and feel valued.

Policies and procedures were in place and underpinned the service. They were informally reviewed and information updated as required. Information was shared with parents to ensure procedures were current and appropriate. We discussed dating reviews to make it clear when updates had been made.

Self-evaluation process were mostly informal. Training was reflected on once completed and identified how this would support the childminders daily practice. The childminder had informal improvement priorities to improve children's outcomes. We signposted the childminder to 'A quality framework for daycare of children, childminding and school aged childcare' and 'Realising the Ambition - Being me', to further develop self-evaluation processes within the service. This would help the childminder to carry out more effective and robust evaluations of practice.

The childminder regularly engaged in professional discussions with other childminders. This allowed them to discuss training they had completed, ways to improve their practice and groups they attended. Through these discussions the childminder identified further training she had planned to complete. This ensured outcomes for children were continually considered to support them to meet their full potential.

How good is our staff team?**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 4.1: Staff skills, knowledge and values

The childminder was kind and caring. We observed children's needs and wishes being met in a naturally responsive and nurturing way. Children were cared for by a passionate and experienced childminder who valued the children as part of her own family. As a result, children felt safe, secure and experienced loving interactions.

The childminder was committed to self-development by providing dedicated time to access professional development opportunities. These training opportunities took place online and a range of training was attended. Training supported children with their interests, for example, children who were interested in schematic play. The childminder completed this training to support children appropriately to allow them to explore their interests further.

The childminder was confident in child protection procedures, including identifying concerns and where to go for support if required. Although child protection training had lapsed, policies and procedures followed best practice guidance. These assured appropriate steps would be taken in the event of a concern. The childminder had identified child protection training and planned to complete these online regularly. We would agree with child protection training being a priority. This would ensure the childminders knowledge of child protection procedures are current and children are kept safe. (See area for improvement 1).

Areas for improvement

1. To support children's safety, health and wellbeing, the provider should prioritise child protection training to ensure her practice and procedures are informed by the most up to date guidance and best practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

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?	4 - Good
1.1 Nurturing care and support	4 - 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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.