

Grassom, Rhona Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
4 April 2024

Service provided by:
Rhona Grassom

Service provider number:
SP2004935714

Service no:
CS2003042193

About the service

Rhona Grassom provides a childminding service from their property in a residential area of East Kilbride. The childminder is registered to provide care for a maximum of six children up to 16 years of age. Numbers are inclusive of the childminders own children.

The service is close to local primary schools, shops, parks and other amenities. Children are cared for in a dedicated playroom with access to a downstairs bathroom. They also have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on 04 April 2024 between 12:00 and 15:00. 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 children using the service
- received three completed questionnaires
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced kind and warm interactions, helping them feel safe and secure.
- Personal care for children was carried out in response to their needs.
- Children could choose from a selection of toys and materials to support their play and learning.
- The childminder should consider increasing accessibility to stories and puzzles to support children's literacy and numeracy development.
- Overall, the environment was well maintained. We suggested some areas that could do with attention.
- The childminder should now adopt more formal ways of evaluating their service, to help identify areas for improvements and any actions needed.
- The childminder should review how parents are welcomed into the service.

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 settled in the service. They experienced kind and warm interactions from the childminder, helping them to feel safe and loved. The childminder was responsive to children's cues and requests helping them to feel heard and valued. For example, when upset, the childminder provider cuddles and comfort. Parents commented they were happy with the care their children received. One parent told us "[childminder] is very attentive to what the children need."

The childminder knew children well and personal plans in place contained important information to help meet children's needs. We discussed with the childminder on including some additional details to reflect how individual needs would be met. For example, the use of communication methods. The childminder agreed to review this.

Children enjoyed sociable mealtimes, chatting with their peers. Good supervision of children during mealtimes helped to promote safe eating. Children were provided with diluting juice in drinking bottles. This had a potential to impact on children's wellbeing and healthy development of teeth. We discussed with the childminder to review this to ensure practice is reflective of best practice guidance.

Children's personal care was carried out in response to their needs. The childminder was mindful of children's dignity when changing them and ensured interactions were kind and nurturing, helping them to feel safe.

Quality indicator 1.3: Play and learning.

Children had fun with the toys and materials available to be them. These included, cars, figures, animals and role play kitchen with foods. Children enjoyed playing with their peers and sharing their play ideas with each other. The childminder rotated toys and materials in response to children's interests, helping to ensure they were stimulated and enjoyed the materials available. Children told us they were happy with the experiences and commented "we get to play before we go to school."

Children had opportunities to engage in experiences that supported their literacy and numeracy development. For example, interactions with the childminder and their peers, stacking toys and blocks. We discussed with the childminder on reviewing access to books and puzzles that support spontaneous play, where children can access items when they wish. Parents told us their children "played with other children, a selection of toys and learning toys, arts and crafts, outdoor play, and attending a toddler group."

The childminder was keen to support children in their development and provided opportunities to help them progress. We discussed next steps for children and reviewing these to help ensure these were achievable and reflective of child development. The childminder agreed to streamline next steps for children and ensure these were appropriate for them.

Regular access to the local community provided opportunities for children to learn about the world around them. Experiences included visits to local parks, walks and toddler groups. The childminder engaged and linked with other childminders, providing opportunities for children to mix, supporting their social development and strengthening relationships. A parent commented "they go to a toddler group three times a week."

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: High quality facilities.

Children experienced an environment that was bright, clean and tidy. Spaces for children to hang their jackets and store their bags helped promote a sense of belonging. Soft furnishings such as a sofa and cushions provided cosy spaces for children to sit and relax. This helped to support children's emotional development.

The service was overall maintained well and furnished to a good standard. However, we discussed with the childminder some small areas that needed some attention. For example, a broken toilet roll holder and toilet door handle. The childminder gave assurances these would be addressed.

Children had access to a dedicated playroom when they attended the service. This was where children played and ate their meals, which meant they could not choose where to eat, play or relax. We discussed with the childminder on the benefits of reviewing spaces available to children to support their choices and wishes. Through these discussions, the childminder agreed to review this.

The childminder told us children had access to the rear garden. This offered an additional space for children to relax and explore. We noted a side gate that was open and not fully secured. We discussed with the childminder on ensuring this gate was secure before children accessed the garden. Assurances were given this would be completed.

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 is well led.

The childminder was responsive during the inspection and receptive to feedback. They engaged in open and honest discussions, helping to support improvement conversations.

Quality assurance systems were in place to help support the delivery of service. For example, accident and incidents, medication, personal plans and a variety of policies and procedures. In addition, the childminder was registered with the Scottish Childminding Association (SCMA) and signed up to provider updates from the Care Inspectorate. This helped provide opportunities for them to keep up to date with new information.

Through discussions, the childminder explained they were not fully familiar with the Care Inspectorates Quality Framework for daycare of children, childminding and school aged childcare or the notification guidance. We signposted the childminder to these and shared these may help them to evaluate their service and ensure their practice is reflective of current guidance. These documents can be found on the Care Inspectorate Hub.

Informal ways of self-evaluation had taken place to identify and make improvements within the service. For example, questionnaires had been sent to parents and children to gather their views. We shared some suggestions on small changes that could be made to these to help ensure the childminder gathered helpful information. Parents told us "It is easy to arrange a chat with [childminder] and she takes feedback seriously."

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: Staffs skills, knowledge and values.

The childminder was warm, kind and nurturing in their approaches to children. This helped children feel safe, happy and secure. They had developed positive relationships with children and their families, helping to support strong connections. Parents commented positively on these relationships and told us "I feel like they are family that we can rely on and can raise our concerns without any reservations" and "[childminder] is a great childminder who really cares about [my child] and their needs."

The childminder told us they had completed recent training. This included training on attachments, additional support needs, outdoors and transitions. Whilst this had mostly been recorded, we suggested the childminder reflected on training and evaluate the impact this has on their practice and on the children they care for. This would help them to identify any areas for improvement and changes needed.

Communication with families took place through verbal discussions at drop off and collection times as well as through digital methods. For example, phone messages. The childminder was registered with the Information Commissioners Office (ICO). The ICO is an organisation responsible for the promotion of good practice in relation to data protection.

Now that there are no Covid restrictions, the childminder should review how parents are now welcomed back into the service. We discussed this with the childminder and suggested reflections on recent training may help support new ways of practice. The childminder agreed to review this.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The childminder should ensure that each child has a current personal plan in place to ensure there is a record of all required information available. This should be reviewed and updated along with parents, in line with legislation. This is to contribute towards the health, safety, care and support needs of the individual child.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3: Health and Wellbeing

This area for improvement was made on 7 November 2016.

Action taken since then

Personal plans in place for children were reviewed and contained relevant information to help meet children's individual needs. **Therefore, this area for improvement is met.**

Previous area for improvement 2

The childminder should ensure that there is a suitable changing mat, disposable gloves and disposable aprons in place at all times for nappy changing. Further information is included within the current, good practice document 'Infection Prevention and Control in Daycare of Children and Childminding Settings'. This is to contribute towards the health and safety of children who use the service.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3: Health and Wellbeing

This area for improvement was made on 7 November 2016.

Action taken since then

During the inspection, the childminder was observed using gloves, a changing mat and apron when engaging in carrying out personal care for children. **Therefore, this area for improvement is now met.**

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

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