

Duncan, Doreen

Child Minding

Stonehaven

Type of inspection:
Announced (short notice)

Completed on:
22 March 2024

Service provided by:
Doreen Duncan

Service provider number:
SP2003900496

Service no:
CS2003001874

About the service

Doreen Duncan is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family. The parts of the premises not to be used are the upper floor with the exception of the bathroom. Overnight service will not be provided.

This childminding service is provided from the childminder's home situated in Stonehaven. Internally, children have access to a living room, diner/kitchen and upstairs bathroom. An enclosed garden situated at the rear of the property is also used for outdoor play.

About the inspection

This was a short, announced inspection which took place on 22 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 registration information, previous inspection findings, information submitted by the service and any intelligence gathered since registration.

In making our evaluations of the service we:

- observed the children at play and their interactions with the childminder
- spoke with the childminder
- observed practice and daily routines
- received feedback from two families
- reviewed documents.

Key messages

- The childminder was experienced, kind and nurturing.
- Families benefitted from a childminder who knew them well.
- Effective communication supported families to be involved in their child's care.
- The childminder should update her core training including first aid and child protection.
- To support further improvement, the childminder should develop her approaches to self-evaluation.

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/people and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

There was one child present who was happy and relaxed in the childminder's company. They confidently approached the childminder for support and attention and cuddles were given to support emotional wellbeing. Children shared with us, "I just love going there; I like the stuff we do together". Parents shared with us, "Doreen's really kind, she's really caring".

The childminder spoke confidently about the children that she cared for and knew them well as individuals. This supported children to feel safe, secure and valued. The childminder also discussed the individual needs of the children with parents on a regular basis. This approach helped to support effective communication and consistency and continuity of care. As a result, parents shared they were very happy with the level of care and support their child received. One parent shared with us, "She knows our children and shows a genuine interest in their wellbeing and development".

Personal plans were in place for all children who attended the service and detailed children's routines, likes and dislikes to help the childminder care and support the children. The childminder should ensure these are reviewed regularly with families in line with legislation.

Children were able to sleep in response to their needs, however, the childminder shared that children sleep on the sofa under her supervision. We advised the childminder that this was not in line with best practice and to minimise risk, children should be placed on the floor if they fell asleep.

Quality Indicator 1.3: Play and learning

Activities and resources available were responsive to the child's interests. The childminder had a small range of toys and play activities including puzzles, arts and crafts and construction. Resources were clean, in very good condition and appropriate for the children's age and stage of development. The child present was familiar with the toys available and happily played with the dolls and accessories and kinetic sand. The childminder supported numeracy and language development during play by discussing colours and numbers, asking questions and modelling speech. This was naturally incorporated in the play.

The childminder had a good understanding about the importance of children having opportunities to play outdoors. Children benefitted from lots of fresh air and exercise. Outside in the garden the children had opportunities to develop their gross motor skills where they could play on the ride on toys.

Informal observations and daily discussions with children and their families supported the childminder to identify children's interests based on individual needs. The childminder should continue this approach more formally to evaluate children's progress and achievements. This responsive approach would ensure children are developing a broad range of lifelong learning skills.

Good use was made of the local community. The childminder told us that they regularly went to parks and walked locally to encourage the children to be active.

How good is our setting?**4 - Good**

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

Quality Indicator 2.2: Children experience high quality facilities

The childminder's home was clean, tidy and well maintained. This provided a homely, welcoming and comfortable environment for children. The indoor environment provided sufficient space for children to play and relax in comfort. The living room was laid out with toys that the child was interested in which supported them to feel valued.

A secure, large garden provided a space for outdoor play. There were outdoor toys and equipment stored in a shed which were age and stage appropriate for the child attending, for example ride on toys.

Risk assessments were in place for indoor, outdoor and outings in the community. The childminder should ensure these are reviewed regularly to minimise risks and hazards.

We were satisfied that the service had appropriate infection prevention and control procedures in place to support a safe environment for children. All areas were visibly clean and tidy.

How good is our leadership?**4 - Good**

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

Quality Indicator 3.1: Quality assurance and improvement are led well

A clear vision, values and aims that were care and nurture based, were in place which reflected the service provided.

The childminder was approachable and had established strong relationships with children and their families. She shared information with parents through daily conversations at drop off/pick up times. Parents confirmed that communication was good and that the childminder sought their views and wishes. Parents who shared their views were very happy with the service provided by the childminder. The childminder was very respectful of parents and their wishes for their children's care.

Policies and procedures were in place. We suggested a few changes to policies which would reflect best practice guidance and relevance to her service. The childminder should review these regularly to ensure they contain the correct information to support her to run her business safely.

The childminder took an informal approach to self-evaluation. To help formalise her self-evaluation process the childminder should familiarise herself with the Care Inspectorate guidance 'A quality framework for day care of children, childminding and school aged children'. This could be used as a self-evaluation tool to help identify any improvements required.

How good is our staff team?

4 - Good

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

Quality Indicator 4.1: Staff skills, knowledge and values

The childminder recognised the importance of nurturing and responsive care. The child present benefited from one-to-one care and the childminder was very responsive to their needs. This supported children to feel comforted and secure.

The childminder had been providing her service for many years. She had developed very good relationships with long-term families and was highly regarded by parents using her service. Parents shared with us, "As parents, we feel our children have benefitted from a 'home-from-home' experience. Our children very much regard Doreen as a third grandmother; she is adored by both children".

Close ties with other childminders in the area supported her professional development, however, the childminder had not updated her core training since the last inspection. This included first aid and child protection. The childminder was, however, able to discuss what she would do in certain scenarios. We asked the childminder to refresh her training to ensure she keeps up to date with best practice to fully enable to support children's safety and wellbeing.

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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