

Walsh, Patricia Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
16 April 2024

Service provided by:
Patricia Walsh

Service provider number:
SP2003902672

Service no:
CS2003004706

About the service

Patricia Walsh is registered to provide care to a maximum of six children at any one time under the age of 16, of whom no more than six will be under 12, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months.

These numbers are inclusive of children of the childminder's family.

The service operates from the childminder's family home in Kilsyth, North Lanarkshire and is close to local nurseries, schools, shops, parks and other amenities. Children have access to a dedicated playroom, comfortable lounge and dining area. The toilet is situated on the lower level. Children can independently access the garden from the kitchen.

About the inspection

This was an unannounced inspection which took place on Tuesday 16 April 2024 between the hours of 09:30 and 12:00. One inspector 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 since the last inspection.

In making our evaluations of the service we:

- spent time with three young children using the service
- spoke with the childminder
- spoke with one parent/carer
- reviewed feedback from four parents/carers
- observed practice and daily life
- looked around the areas of the childminder's home that were used by children
- reviewed service documents.

Key messages

- The childminder knew children and their families very well and provided a flexible childcare service to meet their needs.
- Warm, respectful and nurturing relationships supported children to feel safe and secure in the setting.
- Children's learning and development was supported through quality play experiences which reflected their interests. Outdoor play experiences were particularly good.
- Effective communication with parents/carers ensured they were able to be fully involved in their child's care.
- Children were cared for in a safe and homely environment.
- Children and their families were encouraged to share their views which were valued by the childminder.

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

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/people, therefore we evaluated this key question as very good.

Children were settled, comfortable and relaxed in the childminder's care. The interactions between the children and the childminder were kind, respectful and loving. The childminder knew the children very well and was responsive and sensitive to their needs and personal preferences. Children were listened to, respected and were involved in making decisions about their day. This supported them to feel safe, valued and included. A parent/carer commented, "My child feels very comfortable with Tricia and loves going! She loves all the fun activities she does."

The childminder told us about the positive relationships that had been developed with parents/carers. This was confirmed by a parent we spoke with during our visit. They told us that they loved the childminder and valued all that they did for their child. The childminder used a range of ways to communicate with parents/carers to ensure they were fully involved in their child's care. This ensured good links between home and childminding setting, which supported continuity of care. A parent/carer told us, "My relationship with Tricia is really good as she is very approachable and understanding of any concerns."

Important information about children's health, wellbeing and development was recorded in their personal plans. Plans were detailed and provided a good overview of each child's journey in the setting. The SHANARRI wellbeing indicators from Scottish Government guidance 'Getting it right for every child' (GIRFEC) were used very well to support the childminder to meet children's needs effectively. A parent/carer commented, "Tricia always asks my child's likes and dislikes. She incorporates that when she is buying equipment, games etc."

We joined the children for breakfast. This was an unhurried, relaxed, nurturing experience. The childminder was well organised and healthy and nutritious options were on offer. The childminder interacted positively with the children, supporting when required and used this opportunity to help children understand how to keep them and others safe. We suggested that children's independence could be further promoted during snack and mealtimes. For example, involving them in preparing and self serving food. Meals were provided by parents/carers and the childminder provided only healthy snacks and drinks. The childminder was aware of the importance of children having access to a healthy and nutritious diet and has agreed to continue to promote healthy eating in their service.

Medication was generally managed well in the service, which ensured the health and safety of children who used the service.

Quality indicator 1.3: Play and learning

Children played happily and had good fun during our visit. They were able to lead their own play ideas and engage in child-initiated activities. The childminder was responsive and enthusiastic to children's suggestions and their observations, interactions and effective questioning supported children's learning. Children were engaged in their activities and we found literacy and numeracy were naturally incorporated into all play and learning experiences. Children had very good opportunities to engage in imaginative play

and be creative. We observed arts and crafts activities being used to explore language, numeracy and science and children particularly enjoyed pretend play with their dolls. A child commented, "it's fun mixing the different colours of playdough." A parent/carer told us, "Tricia is always asking what activities my child likes to do and she is always teaching him different skills."

Children had access to a wide range of stimulating, fun toys and resources, including books, role play, construction and small world. We suggested that children's play and learning could be further supported by having access to more natural, real life and open-ended materials to support their curiosity, problem solving and creativity.

A key strength of this setting was opportunities for outdoor play and opportunities to participate in outings in the local and wider community. Children regularly attended local groups, participated in walks to local nature and play parks and had very good opportunities to attend places of interest in wider areas. This helped enrich their learning, develop life skills and enabled them develop positive links with their community. Children had opportunities to meet with different groups of children at local community groups, where they were able to develop friendships with wider groups of children. A child told us about the new friends they had made at playgroup and about the fun they had. They commented that they liked, "playing games, seeing my friends, going to play groups and the park."

Details of children's learning was recorded in their special folder, which showcased the wide range of play and learning activities they had experienced. The children were very proud of their folders and were enthusiastic and excited when talking about their experiences.

A child commented, "I like all the activities Tricia has like arts and crafts, toys and playing outside. I like playing football, hoola hoops and on the trampoline."

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/people, therefore we evaluated this key question as very good.

Children were cared for in a comfortable, cosy, homely environment. The childminder's welcoming, inclusive approach ensured children and families felt respected and valued. All areas used by children were clean, well maintained and well ventilated, with large windows providing lots of natural light. A parent/carer commented, "Tricia welcomes us in to her home each day and spends time chatting and discussing things with us and/or the kids before we head home."

The children were very relaxed, confident and comfortable in the setting. The childminder had created a safe, hygienic, child friendly environment with children's needs and interests carefully considered. Children had access to a dedicated playroom where play and meal times generally took place, however the dining area was also used for this purpose. The playroom was homely, with comfortable sofas and soft furnishings, which provided children with cosy spaces to rest when they were tired and wished to relax.

Toys and resources were clean, safe and well maintained. These were accessible to most children, which promoted choice and independence. We asked the childminder to continue to consider younger children being able to access the toys and equipment they may wish to use.

Children could freely access the garden from the kitchen. This was a very good space for children to play, providing different surfaces for children to practise their skills. There was a very good range of outdoor play

resources to support their play experiences. While a policy was in place for the use of the trampoline and consent had been obtained from parents/carers, we asked the childminder to risk assess this activity. We signposted to good practice guidance available on the RoSPA website.

The childminder carried out visual checks prior to children arriving and throughout the course of the day, responding to anything that could pose a risk. Appropriate procedures for recording accidents and incidents were in place.

We considered the measures in place to minimise the spread of infection in the service. The childminder ensured areas were well ventilated and toys and equipment were cleaned regularly. We found good hand hygiene practices were in place and the childminder ensured children were prompted and supported to wash their hands at key times. This encouraged children to learn good handwashing habits.

How good is our leadership?

5 - Very Good

Quality indicator 3.1: Quality assurance and improvement are well led.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

The childminder was well experienced and very passionate about their role. They had high aspirations for their service and strived to ensure children and their families experienced high quality childcare. Important information was shared with parents/carers prior to them using the service, including aims and objectives, policies and procedures. This enabled them to gain an understanding of the childminder's vision and ensured they were well informed about the service. A parent/carer told us, "Tricia is very welcoming and open about everything she does." Another commented, "I'm kept up to date with everything that takes place."

The childminder was very well organised and record keeping was well maintained. This supported the childminder to deliver a professional childcare service. For example, recording details of children's attendance and having appropriate insurance in place, ensured the childminder was meeting the responsibilities of delivering a registered childcare service and helped keep children safe.

Parents/carers views were very important to the childminder. Regular contact, informal communications and questionnaires meant families could naturally influence the care provided. A parent/carer told us that the childminder continually looked for ways to improve the service and that their views were sought and acted on. The childminder respected children's views and we could see that their suggestions strongly influenced on how they spent their time at the service. The childminder discussed how they were keen to explore additional ways for children and their families to contribute to improving the quality of their experiences. A parent/carer commented, "Tricia asks for feedback via questionnaires that we fill in or we discuss with the kids and fill in. She listens to the kids when they are there." When asked about what the childminder could do better, parents/carers told us, "nothing" and one commented, "Tricia is an amazing childminder."

Self-reflection, observations of children at play and feedback from children and parents/carers supported the childminder to make positive improvements to the service. For example, extending children's outdoor and experiences in the community.

The childminder was familiar with 'a Quality Framework for daycare of children, childminding and school-

aged children and was keen to further consider how this could be used to reflect on the quality of the service and identify areas for further development. We agreed that this would support continuous improvement and would help ensure that the service continued to meet children and their family's needs. We suggested that the childminder might find it helpful to access the early learning and childcare improvement programme, available on the Care Inspectorate HUB.

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/people, therefore we evaluated this key question as very good.

The childminder was well experienced, professional and committed to ensuring positive outcomes for children and their families. Meeting with other childminders, being a member of the Scottish Childminding Association and accessing information from the Care Inspectorate HUB supported the childminder to keep up to date with new developments and explore topical issues.

Children were cared for by a caregiver who had a very good understanding of their development needs and individual personalities. They were cared for in safe, familiar surroundings and were content and happy. Positive relationships had been developed with parents/carers, who were very involved in their child's care. These positive links between home and childminding setting are important and ensure continuity and consistency of care. A parent/carer commented, "I am pleased with the care offered, I know our kids are cared for and feel safe."

The childminder was clear about their role in protecting children and knew who to contact for advice and support. While they had continually accessed training relating to this topic throughout their career, the childminder identified the need to source refresher training. We agreed this would be beneficial and would ensure their knowledge and understanding was up to date.

The childminder remained committed to their ongoing professional development and learning. They had engaged in a wide range of learning and development opportunities since the last inspection, which ensured they were informed of current practice and their knowledge refreshed. The childminder discussed recent training and told us about how this had impacted positively on the quality of children's experiences. We suggested it may be helpful for the childminder to keep a reflective tool to demonstrate how any training, reading and research has impacted their practice. The childminder agreed to give this some consideration.

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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