

Bond, Lorraine Child Minding

Aberdeen

Type of inspection:
Unannounced

Completed on:
23 April 2024

Service provided by:
Lorraine Bond

Service provider number:
SP2011982458

Service no:
CS2011289463

About the service

Lorraine Bond provides a childminding service from their home in the Bridge of Don area of Aberdeen.

The service is registered to provide a 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 of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

Children have access to the lounge, dining area and garden. The service is on a bus route and is near to local shops, schools and green spaces.

About the inspection

This was an unannounced inspection which took place on 23 April 2024 between 12:15 and 15:30.

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:

- spent time with children using the service and spoke to two of their parents/carers
- received one response to our request for feedback from parents
- spoke with the childminder and observed their practice
- observed children's experiences
- reviewed documents.

Key messages

- Children experienced kind, patient interactions.
- Children's learning was supported by the childminder's knowledge of child development.
- Children enjoyed being able to choose how they played.
- Children benefitted from a safe and secure environment.
- The childminder worked flexibly to meet the needs of children and families.

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. We identified several strengths, which impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children benefitted from the childminder's kind, patient approach. Children were comfortable and happy in the childminder's care and the childminder knew them well. Children were offered frequent cuddles and encouragement to support them in their interactions.

Families enjoyed positive relationships with the childminder, with parents commenting on their relaxed yet professional approach. The childminder communicated well with parents, sharing information about their children's day through chats at collection time and WhatsApp messages throughout the day. Parents told us they felt reassured by receiving these updates. The childminder's kind, nurturing approach helped children and families feel cared for and valued.

Children enjoyed relaxed, unhurried mealtimes. The childminder sat with children at the table and was knowledgeable about how to protect against choking hazards. These measures helped promote a safe, sociable mealtime experience. The childminder prepared homecooked meals, respecting children's dietary requirements and preferences. These did not always meet current guidelines for healthy eating, however. We therefore signposted the childminder to supporting guidance "Setting the Table" on the Care Inspectorate Hub.

Children's care and support was promoted by the childminder's knowledge of their needs and preferences. This information recorded in personal plans, which were updated regularly with parents. This helped the childminder provide care that was individualised and personal to each child. Parents told us they were very happy with the care their children received.

Children were kept safe by the childminder's practices. Systems were in place to ensure that medication was stored, recorded and administered safely. The childminder was aware of child protection procedures and worked with other professionals when needed. These measures helped promote children's safety and wellbeing.

1.3 Play and Learning

Children had fun and played as they chose. The childminder followed their lead, helping them extend their play. This included games of football, hide and seek, and playing with bubbles. When children wanted to help hang washing up, the childminder supported them to sort and count the clothes.

Children were encouraged to share and take turns. The childminder was skilful in supporting young children to play together and timed her interactions well. She adapted her approach to suit individual needs, using strategies such as praise and distraction. This resulted in children being happy and engaged in their play activities.

Children's play and learning was mainly spontaneous with some activities planned around their interests. Plans were flexible and took into account of children's ages and stages of development.

Topics such as animals and dinosaurs captured children's curiosity and were supported by frequent trips and nature walks.

Children benefitted from opportunities to develop numeracy and literacy skills. The childminder sang with them and used numerical language such as counting and talking about size, shape and colour. Visits to the library helped promote a love of books and literacy.

The childminder was continuing to develop their approach to planning and observations of children's learning. They were considering new formats to plan for intentional learning opportunities. We encouraged them to continue to develop this area to ensure that children experience a wide range of relevant, individualised learning experiences.

How good is our setting?

4 - Good

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

Children were cared for in a welcoming, homely environment. They played happily in the large living room, which was comfortably furnished. Children were able to rest and relax on the sofa and cushions. The kitchen table was used for meals and craft activities. Children easily accessed the fully enclosed garden from patio doors in the dining area. Decking and astro turf provided suitable play surfaces, and a picnic bench gave children a place to sit and enjoy snack or play. All areas were clean and tidy, providing children with pleasant play spaces.

Children played with age-appropriate resources. Toy boxes were easily accessed by children, allowing them to choose what they wanted to play with. These included a selection of trucks and construction toys, which the children built towers with. The television was used to play music that the children and childminder enjoyed singing and dancing to. Outdoors, children played on a seesaw and with a football. The range of resources helped children have fun as they learned and developed skills.

Infection prevention and control practices promoted children's health and safety. Children's hands were wiped with a baby wipe, however. We reminded the childminder that hands should be washed with soap and water for effective cleansing that complies with guidance. Although children's nappies were not changed during the inspection, the childminder told us they follow guidance and wear apron and gloves to prevent the risk of cross contamination.

Children were cared for in a safe environment. The childminder was safety conscious, taking measures such as supervising the family pet dog, locking the garden gate and preventing access to the kitchen. They had carried out risk assessments for some areas and we encouraged them to continue to develop these to reflect their good practice and encourage full assessment of all potential hazards.

How good is our leadership?

4 - Good

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

Families received clear information about the service, its aims and policies prior to children starting. This helped create an understanding for parents of what to expect.

The childminder evaluated their own practice informally. They considered whether children had enjoyed activities and adapted them as a result. For example, when they identified that children would benefit from an improved use of books, they planned trips to the library. This enabled children to access a wider range of books and experience the library environment. We encouraged the childminder to record their evaluations and plans for improvement. This will help them track developments and audit their effectiveness in improving outcomes for children.

We encouraged the childminder to make regular use of guidance documents available on the Care Inspectorate Hub. This included the 'Quality Framework for daycare of children, childminding and school aged childcare' as a tool to aid self-evaluation. This will support them to continue to develop their practice in promoting positive experiences and outcomes for children.

Parents have opportunities to make suggestions and give feedback. The childminder had collected parents' views using a poll on WhatsApp and had asked parents for suggestions for activities and meals. This helped ensure families had opportunities to positively influence their children's care.

How good is our staff team?

4 - Good

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

Children were cared for by a childminder who valued positive relationships with families. Settling in arrangements were flexible and promoted positive attachments and experiences for children. Positive communication with parents promoted trust. During handover, we observed the childminder chatting and sharing information with parents.

Continuity between home and the setting was promoted through positive relationships. The childminder was familiar with aspects of children's lives outside the setting and chatted to them about their home life. The childminder had a flexible approach, with parents commenting positively on their relaxed, friendly approach.

Children's views were listened to and respected. A responsive approach supported children's individual routines. Children were supported to play as they wished. For example, when the children were playing outside, the childminder left the door open to allow one child to go in and out as they pleased. This helped promote a courteous, respectful environment for children.

The childminder had a good understanding of children's developmental stages, adapting their approach to suit children's individual needs. For example, when children found sharing resources difficult, the childminder skilfully distracted them with praise and encouragement. The childminder liaised with parents sensitively about any concerns they had concerning children's development. These measures helped children and families feel supported and valued.

Children's care was promoted by the childminder's knowledge. They attended regular training courses and were keen to further their learning.

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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