

Angel's Little Angels Child Minding

Bathgate

Type of inspection:
Unannounced

Completed on:
9 May 2024

Service provided by:
Angela Gibson

Service provider number:
SP2015987554

Service no:
CS2015342609

About the service

Angel's Little Angels childminding service is provided by Angela Gibson. The service operates from the childminder's family home in Bathgate, West Lothian. Children are mainly cared for on the ground floor of the home, only going upstairs to use the toilet facilities. Children have access to a large enclosed outdoor garden, playroom, kitchen, and sitting room. The service is close to local schools, a nursery, parks and amenities.

The service is registered to;

Number(s) and Age(s) of person(s) to whom service may be provided:

1. 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 aged one year to not yet attending primary school, of whom no more than one is under 12 months Numbers are inclusive of the childminder's family.

Any other conditions unique to the service:

2. Minded children cannot be cared for by persons other than those named on the certificate.
3. Overnight service will not be provided.

About the inspection

This was an unannounced inspection which took place on Thursday 09 May 2024 between 09:00 and 10:30. 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:

- spoke with one child using the service and received one completed electronic questionnaire from parents
- spoke with the childminder
- observed practice and how children's routines, play and learning were supported
- reviewed documents.

Key messages

- The childminder interacted with the child in a caring, kind and supportive way.
- The childminder had established a very good relationship with the family.
- Personal plans for children could be further developed so they contain more information about how children are supported, their development and progress.
- Self evaluation of the service needs to be further developed.
- The childminder should undertake training or learning that will support their continued 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?	3 - Adequate
How good is our staff team?	3 - Adequate

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 on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

All interactions with the child present were caring, nurturing and kind. The childminder understood the needs of children and supported them in what they were doing. As a result, children felt secure and safe in the care of the childminder.

Effective communication with families meant that the childminder worked in partnership with parents. Information was shared with parents about their children on a daily basis. This helped parents feel included and involved in what they were doing and enabled the childminder to meet children's changing needs. One parent shared "Angela always keeps myself up to date every morning and collection time. My kids love going to her house it's such a loving atmosphere."

Relevant information was gathered about children. Daily diaries and verbal updates were used to share children's experiences every day. Parents shared "Angela lets me know how there day has been, what they've been doing, what my child has been eating/ toilet trips, she makes sure my records are up to date." While we were satisfied the childminder knew children well and met their individual needs, the personal plans could be further developed. For example, information about how children will be supported, what their achievements are and next steps should be included. This would help track and support their learning and development. We will continue the area for improvement we made at the last inspection. **See area for improvement 1.**

Quality Indicator 1.3: Play and learning

Children benefitted from a child centred approach. A range of activities and experiences were available that supported their interests, development and well-being. Children's play was supported by the childminder's positive interactions as she encouraged them in what they were doing and recognised their achievements. For example, reading books, playing with magnetic cars and drawing. The child present loved listening to stories confidently shared their favourite books with us. Parents shared "Angela has lots of activities for the children to do, such as reading, play area, outdoor play area which is great learning environment for the children, as both my kids have been taught a lot from Angela and excited to show me while I pick them up."

Because the childminder understood the needs of children, they were responsive to and supported their choices. The childminder chatted to the child about what they were doing which supported language and literacy through play. To support their learning, we talked to the childminder about ways to record activities provided for children. The use of pictures and observation could be developed to assess how they support children's development. For example, noting why the activity was offered and the benefits and outcomes for children. This would help monitor children's learning and help identify 'next steps' for their continued progress. **See area for improvement 2.**

The local community was well used to extend children's experiences. For example, going to local parks and places of interest promoted opportunities for children to explore the natural environment, develop their physical skills and confidence on large equipment as well as learn social skills. Parents shared "Angela

always takes them out for a walk, this can be to a park or just out into nature, my kids love the outdoors and Angela also lets them play outside."

Areas for improvement

1. To support children's development and progress, the childminder should further develop the use of personal plans. Information about any strategies being used, outcomes for children and next steps could be included to show how their individual needs are being met.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards which state that 'My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices. (HSCS 1.15).

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 2.2 - Children experience high quality facilities.

Children were cared for in an environment that was homely and welcoming. Visual checks each day meant that areas used by children indoors and outdoors were safe. This meant the home was well maintained and organised for children which supported safe play. We asked the childminder to create a template of the areas she risk assessed. If any issues arose, a record any action taken should be noted. Parents shared "That they are in a safe environment, they are in a learning environment. All their needs are met."

Children benefitted from a dedicated playroom where toys and resources were readily available. This supported children's choice as they could independently select what they wanted to play with. The range of toys, games and books suited all children's needs and interests. Supported by the childminder, children had positive play experiences as she responded to their interests and ideas.

Importance was placed on being outdoors. The garden was fully enclosed and safe for children. Community resources were also used and provided opportunities for children to play on large equipment and explore the natural environment. As a result, children had developed confidence in their physical abilities. Parents shared "Angela always takes them out for a walk, this can be to a park or just out into nature, my kids love the outdoors and Angela also lets them play outside." The child told us "Go on swings and chute. I go upside down. On bucket that spins round I go fast."

We were satisfied that the spread of infection was minimised as infection prevention and control measures were in place. As a result, we saw that all areas were clean and hygienic.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where there are some strengths, these just outweigh weaknesses.

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

The childminder's values were evident in the warm, sensitive interactions observed throughout the inspection. This enabled children to share their views and feel listened to. We saw they were supported by the childminder with the activities they chose. For example, reading books was a positive experience as the child's choice was respected.

Verbal and written communication supported information sharing. Families felt involved as they could share their views which informed the care provided. This enabled a flexible approach which met their needs. Parents were kept up to date about the activities their children were doing and progress they were making. They shared "Angela always keeps myself up to date every morning and collection time. My kids love going to her house it's such a loving atmosphere, she lets me know what they're doing on the day/ any activities the kids are doing."

We talked to the childminder about ways self-evaluation could be used to develop the service. They should become familiar with 'A quality framework for daycare of children, childminding and school aged childcare.' This document is aimed at helping services evaluate their work. It will help identify what is going well and areas for development. In addition, using guidance such as Realising the Ambition would support this work. The bitesize information on the Care Inspectorate hub about quality assurance may also be useful. This will help improve outcomes for children. **See area for improvement 1.**

Areas for improvement

1. To continue to improve outcomes for children, approaches to quality assurance and self-evaluation should be developed, including methods to consult with children and families. The childminder should become familiar with best practice guidance and use this to support her approaches to self-evaluation and planning for continuous improvement.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which states that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate, where there are some strengths, these just outweigh weaknesses.

Quality Indicator 4.1 - Staff skills, knowledge and values.

Children benefited from a kind, caring and consistent approach which helped them feel secure. The childminder had a good understanding of children's personalities, which enabled responsive care. As a result, children were supported in their play, and had positive experiences as they were happy and secure in her care.

The childminder was skilled at building relationships with families. They recognised and valued working in partnership with parents. Their approachable manner enabled information to be shared on a daily basis. Parents said "Me and Angela have a great relationship and if there was any changes to be made we would come to an agreement."

The childminder had identified training that they needed to update. For example First aid and child protection. We talked about how best practice guidance could also support professional development as

they reflect current practice and would support the development of the service. **See area for improvement 1.**

Areas for improvement

1. To continue to improve outcomes for children, the childminder should develop a training plan to support their learning and professional development. This should include, but not be limited to, child protection and first aid training. This plan should be based on self-evaluation and the needs of children and the service as a whole. Learning should be evaluated to show how it has been used in practice.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes'. (HSCS 3.14)

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

Children's individual needs should be consistently recorded to track progress and when significant changes to their development, routine and needs are identified. Personal plans should be regularly reviewed with parents in line with GIRFEC health and wellbeing indicators and current legislation.

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 17 May 2018.

Action taken since then

Information had been updated and daily diaries were used to share information. The childminder could record more information about children's development, how they are supported, progress and achievements. We will update this area for development to reflect current guidance.

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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.1 Staff skills, knowledge and values	3 - Adequate

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