

Cheshire, Francisca Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
8 May 2024

Service provided by:

Service provider number:
SP2008970955

Service no:
CS2008181931

About the service

The service operates from the childminder's family home in East Kilbride, South Lanarkshire. The service is registered to provide care to a maximum of six children at any one time under the age of sixteen years, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers include children from the childminder's own family.

The service is close to local nurseries, schools, shops, parks and other amenities. The children are cared for in one public room and the dining kitchen. They also have access to the safely enclosed garden to extend their play in the fresh air. Toilet facilities used by minded children are on the second floor, and safely accessible by children to promote their independence.

About the inspection

This was an unannounced inspection which took place on Friday 3 May 2024 between 10:25 and 10:55. As there were no children present, we returned on Wednesday 8 May 2024 to continue the inspection and give feedback to the childminder. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with the childminder about the service they provided and observed three minded children in their play
- observed practice including the interactions between the childminder and minded children
- walked around areas of the home used by minded children, looking at resources available and the use of space
- reviewed documents related to the service.

Key messages

- Children were nurtured and felt included as the childminder knew their interests, preferences and care needs well.
- Children were able to direct their own play and make choices about the activities they were involved in.
- Children were relaxed and happy as the childminder provided a warm, safe and homely environment for them.
- The childminder should continue to embed self evaluation processes for their service, which involve families and support positive outcomes for children.
- The privacy of families was protected because confidential information about children was safely stored. The childminder should continue with plans to register with the Information Commissioner's Office to make sure they are following good practice guidelines.

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

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

Quality Indicator 1.1: Nurturing care and support.

The childminder was kind and nurturing and responded to children's individual needs with encouragement and smiles. This helped build positive attachments and promoted good communication. Parents believed relationships were important for the whole family, one commented, "We are very close, she knows everything about our family dynamics and this helps support my daughter within her setting." In this way children experienced consistency in their care.

The childminder had liaised with parents to collate robust personal plans for children. Parents responding to our survey were confident that the childminder knew their children's needs very well. At the time of registration they provided information about children's individual needs, preferences and interests. These details were reviewed at least six monthly and, where appropriate, in consultation with children. The childminder had used additional child friendly questionnaires to tune into children's likes and dislikes about the service. For example, an older child had written that their ideas felt included because, "(childminder) asks everyone what they want to do and she will compromise in case not everyone wants to do that." We acknowledged that siblings using the service would have the same details for some information, such as emergency contacts, but advised that they should still have individual personal plans. The childminder agreed to address this straight away.

We observed the routines that the childminder had in place to create a homely atmosphere where children were safe, healthy and nurtured. For example, respecting children's sleep habits and comforters supported their emotional wellbeing. The childminder provided choices of nutritious fruit snacks for children that promoted healthy eating. There was water for children to keep them hydrated. The childminder had been advised by their local authority that they did not need to register as a food business. We signposted them to Food Standards Scotland, which can provide further guidance on the legal requirements for childminders providing food. This would help ensure the safe preparation of children's food.

<https://www.foodstandards.gov.scot/publications-and-research/publications/legal-requirements-for-childminders-in-scotland>

The childminder had Scottish Childminding Association templates to use for any of the minded children requiring prescribed medication. The templates were in keeping with our good practice guidance and ensured children's health, safety and wellbeing needs were met. One parent commented on how reassuring this practice was for them, "My child has severe asthma and Fran is familiar with his plan and will keep in regular contact with me if he becomes unwell - I trust Fran to take care of him."

Quality Indicator 1.3: Play and learning.

Children played happily together or sometimes preferring solitary activity during our visit. Their comments about choices included, "It's fun and I like being outside and playing with the toys." Children were routinely consulted about resources and activities they would like to support their play. This approach meant children felt the childminder valued and acted upon their opinions, therefore building their self esteem. Children made independent choices about where they wanted to play, including free flow access to the safely enclosed back garden. The setting contained a range of toys, games, and craft materials. One of the

children present told us about how much they enjoyed cleaning. On the day of our visit the childminder had provided a child sized mop, bucket and clothes outdoors so that the child could wash down the toy car. This introduced life skills that were non gendered. There was lots of laughter as this activity evolved into a game with bubbles for the younger children. Conversations between the children and the childminder naturally supported their language development.

A target board with numbers for a ball game naturally introduced numeracy into children's play. We listened as the oldest child explained scoring systems, giving them a sense of responsibility while the younger children experienced a sense of achievement as they managed to score.

The childminder recorded and shared children's activities, progress and achievements with parents using closed Facebook pages. This indicated that the childminder understood the importance of respecting children and their family's confidentiality. We advised the childminder to register with the Information Commissioners Office (ICO) as they stored and shared photographs of children with families electronically. This will help clarify their responsibilities in relation to respecting families' privacy through safely storing children's personal data.

Parents who responded to our survey felt fully informed and involved in their child's learning journey, their comments included, "We are always informed of updates/changes throughout the year. And have access to the children's personal learning profile online" and "Varied tasks and activities."

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, therefore we evaluated this key question as very good.

Quality Indicator 2.2: Children experience high quality facilities.

Children were cared for in a homely, welcoming setting. Parents gave this as a particularly positive aspect of the service, one commented, "Safe, fun and loving environment to spend time in." Both the indoor and outdoor spaces had been organised to meet the needs and abilities of children. For example, the living room doorway had a safety gate and there was ample floor space, which enabled younger children to play freely and move around safely. Children could relax on the cosy couches if they wished to spend some quiet time after their busy nursery or school day. This ensured they were rested and recharged, supporting their overall health and wellbeing. We observed three minded children enjoying active play outdoors in the safely enclosed garden. Outdoor play equipment included bubbles, ball target games, wheeled toys and an interest table.

Children's opportunities for outdoor play and learning were further enhanced through the childminder making very good use of community amenities such as local parks on the walk home from school or nursery. Children's physical play outdoors encouraged them to be active, improving their health and wellbeing. Parents commented on the benefits of outdoor experiences provided for their children, "Games in the garden, play park. They also walk to and from school everyday which my boys love as we are not within walking distance from school/nursery and they really enjoy the opportunity to walk to school with their friends."

Children benefitted from a safe and clean environment. The childminder wore disposable gloves and apron (personal protective equipment/ PPE) when changing children's nappies to prevent any cross contamination. This helped keep children safe and well while their privacy was also respected, as the childminder attended to their personal care in a space out of view of other children. Children were

encouraged to wash their hands at key times during their session and the childminder provided plenty of liquid soap and paper towels for this purpose. The childminder had introduced paper towels during the pandemic although found this costly therefore we advised that it was acceptable to return to towels, as long as this was separate from her own family towels. This is to reduce the risk of any cross infection.

Risk assessments had been undertaken by the childminder to help identify potential hazards and reduce the likelihood of children being involved in accidents. The risk assessments were underpinned by Scottish Childminding Association (SCMA) templates but the childminder ensured that their approach was dynamic and relevant to the changing context of their setting. For example, the childminder had a dog therefore a pet policy was in place, which included relevant risk assessments. This ensured that families were aware of the dog's presence and measures taken to keep children safe. The childminder washed their hands after touching the dog, and encouraged children to do likewise to prevent any cross infection.

The childminder considered risks in occasional as well as regular trips, such as taking children to and from nursery and school. They used this time to support children to learn about road safety. Children's comments included, "When we are walking up the hill to her house she makes sure no one is not in her sight and no one is hurt and no one runs away from her." The childminder participated in regular paediatric first aid training to ensure they were well prepared to care for children should there be any accidents. This provided reassurance to families that children's health and safety were promoted whilst within the childminding setting.

How good is our leadership?

5 - Very Good

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

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

The childminder was welcoming and engaged very well with the inspection process, they were responsive to suggestions and areas for development. The childminder had appropriate public liability insurance in place and this was displayed with their registration certificate on the fridge. This helped people understand how the service was regulated and that their children would be kept safe. Parents were welcome in the childminder's home and other displays included when the childminder would be taking holidays so that families would have plenty of time to make alternative childcare arrangements.

The childminder led their service very confidently. The childminder was a member of the Scottish Childminding Association (SCMA) and made very good use of their materials to assist with record keeping and monitoring their service. SCMA is a national umbrella organisation whose main aim is to promote childminding as a quality childcare service. The childminder had begun to make use of Care Inspectorate guidance 'A quality framework for daycare of children, childminding and school-aged childcare' to assist them in evaluating their service. For example, they had used this tool when formulating questionnaires for both children and parents about the quality of their service and what they could do better. The childminder also encouraged children to share their thoughts and ideas on decisions that may affect them on a daily basis, whilst in the setting. This contributed to everyone feeling respected and active participants in the service development.

Parents responding to our survey confirmed they had been consulted about the service in different ways, their comments included, "Fran always keeps me informed of any changes before they are implemented" and "We discuss regularly the service offer available to (my children). My youngest was at speech and language and Fran was able to offer activities to support them in this such as flash cards etc." This positive

connection meant parents were comfortable to share information that supported children's individual needs. It also made it more likely that parents would be confident to raise any concerns about the service or their children's care with the childminder.

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, therefore we evaluated this key question as very good.

Quality Indicator 4.1: Childminder skills, knowledge, and values.

The childminder displayed an inclusive ethos. We observed that they had very good relationships with the minded children present, the childminder was friendly, caring and respectful. This approach supported children very well to feel safe, secure and confident within the setting. Parents also felt welcome and included, highlighted in the following comments, "Fran is very warm and welcoming, takes time to speak to all parents in the morning and pickup. Great relationship with children and ourselves as parents" and "Friendly, approachable, easy to talk to and honest."

The childminder was attentive to their own professional development, they were due to update their first aid training and had recently participated in child protection training. This had improved their knowledge and given them confidence in their role and responsibilities for protecting children from harm. The training provider was based in England, therefore we advised the childminder to refer to Scottish Government's updated child protection guidance to ensure that their own policies and procedures were compatible with expectations within Scotland. Recent changes to the guidance can be found on this website: <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/>

The childminder participated in an online childminders' forum and engaged in professional reading to keep them up to date with national developments and good practice. For example they had registered to receive the provider updates from the Care Inspectorate. As a result, children received high quality care that was right for them because it effectively supported their care, learning and development. All of the parents who responded to our survey strongly agreed they were confident that the childminder had the appropriate skills, knowledge and experience to care for their children and support their learning.

We encouraged the childminder to reflect on the impact of any new learning and development on the quality of children's experiences. Recording and evaluating their learning would contribute to the childminder's self-evaluation and subsequent improvement plan for their service.

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 complete a new risk assessment for the premises to ensure all safety measures are put in place to reduce the possible harm to children. To achieve this they should include:

- safe storage of cleaning materials
- sharp utensils kept out of reach of children.

This area for improvement was made on 23 November 2016.

Action taken since then

During our visit there were no harmful objects or materials in sight or within the reach of children. Cleaning materials were now stored on a high shelf in the hall cupboard.

The childminder undertook daily risk assessments to ensure that there were no new hazards in the way of children's safety. This area for improvement had been 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?	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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