

# Smurfs Child Minding

Kirkcaldy

**Type of inspection:**  
Unannounced

**Completed on:**  
1 May 2024

**Service provided by:**

**Service provider number:**  
SP2018989880

**Service no:**  
CS2018366660

## About the service

Aleksandra Janda provides a childminding service from their family home in Kirkcaldy, Fife. The childminder is registered to provide a care service for a maximum of six children at any one time up to the age of 16, of whom no more than three may be of an age not yet attending primary school, and of whom no more than one may be less than 12 months. Numbers are inclusive of the childminder's own family.

The service is close to the local primary school, nursery, shops, parks, and other amenities. Childminding mainly takes place on the ground floor with children having access to the main open plan lounge and kitchen/dining area. The toilet facilities are on the first floor of the home. Children also have access to an enclosed large rear garden.

## About the inspection

This was an unannounced inspection which took place on 1 May 2024 between 11:55 and 14:40. 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
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children had built strong relationships with the childminder. Their wellbeing was supported through responsive and compassionate care where warm, kind interactions helped them to feel valued and secure.
- Children experienced an environment which was homely, warm and welcoming.
- The childminder knew each child's individual needs and interests well which supported positive outcomes.
- Children experienced a balance of planned and spontaneous play. Their individual needs, stages of development and interests had been considered to ensure that toys and resources were developmentally appropriate.
- The childminder had undertaken limited professional development since the last inspection and had identified this as a continued area for improvement.

## 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 and clearly outweighed areas for improvement.

### Quality Indicator 1.1 - Nurturing care and support

Children experienced warm, kind, and caring interactions. The childminder was nurturing and responsive to children's individual needs. They gave them choices about their daily experiences and respected their wishes. For example, when the child sought comfort, the childminder offered cuddles and reassurance which supported their emotional wellbeing. This demonstrated positive attachments between the child and childminder.

The childminder knew each child's individual needs and interests well which supported positive outcomes. Effective use of personal plans supported the childminder to meet each child's needs and wishes. Children experienced continuity and consistency of care as families shared information about their child. This information was used by the childminder to ensure children's home routines and preferences were followed.

Children were supported to sleep safely and comfortably and were given physical comfort to help them to settle. The childminder recognised the importance of sleep and created a relaxing and peaceful environment. Sleep routines were reflective of children and families' individual needs and wishes, for example, ensuring the child had their comforter. The child was sensitively supported when they woke from a sleep and were given cuddles and reassurance. This helped them to feel safe and secure.

### Quality Indicator 1.3 - Play and learning

Children experienced a balance of planned and spontaneous play. The childminder was responsive to children's interests and supported schematic play experiences. For example, the child had fun playing in the sand and actively engaged in scooping, pouring, and filling. Children were supported to develop their skills in language, literacy, and numeracy. Opportunities were naturally woven into everyday experiences such as reading stories and measuring when baking.

Children benefitted from a range of experiences in the local community, such as visits to the park. These opportunities enabled children to experience a natural environment and have opportunities for physical play which supported them to develop their gross motor skills. Children also had access to an enclosed garden. This provided opportunities for sensory, messy, and active play experiences. These experiences had a positive impact on children's wellbeing and development.

The childminder had begun to record significant observations of children's development and progress. This enabled the childminder to plan experiences relevant to individual stages of development and interests. As a result, children were supported to succeed. Children's achievements and photographs of their experiences were shared with families. This provided an opportunity for them to be involved in their child's learning.

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

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

**Quality Indicator 2.2 - Children experience high quality facilities**

Children experienced an environment which was homely, warm and welcoming. The childminder's home was safe, well maintained and comfortable. Children had ample space to play, rest and relax. This demonstrated to children that they were valued.

Children's individual needs, stages of development and interests had been considered to ensure that toys and resources were developmentally appropriate. Children's choice and interests were promoted through easy access to toys and materials such as books, games and art and crafts. This meant that activities were varied, and children were able to be supported to enjoy challenging, fun play. There were some opportunities for children to play with loose parts and open-ended materials, for example, in the mud kitchen. However, this could be extended to promote curiosity and problem solving.

Children had access to a spacious garden which offered opportunities for children to be active and develop their gross motor skills such as playing on bikes and ride on toys. They explored messy and sensory play which promoted their creativity and imagination.

Children experienced a clean, tidy, well-ventilated setting which helped to keep them safe and healthy. They were supported to wash their hands which minimised the risk of potential spread of infection.

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

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

**Quality Indicator 3.1 - Quality assurance and improvement are led well**

The vision, values and aims reflected the service provided. This meant that families had clear expectations about their children's experiences. The childminder had begun to gather children and families' views about what the service meant to them. We suggested they could use this information to review the vision, values and aims to ensure they reflected children and families' feedback.

Children and families' views were sought through daily communication and regular questionnaires. The use of open-ended questions encouraged families to give detailed feedback to support improvement. These opportunities meant families had their views heard and helped them to feel included in the development of the service.

The childminder had reflected on their practice to bring about positive change. They identified that they wanted to increase their knowledge about how children develop and learn to support and improve children's engagement.

## How good is our staff team?

4 - Good

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

### Quality Indicator 4.1 - Staff skills, knowledge and values

Children had built strong relationships with the childminder. Their wellbeing was supported through responsive and compassionate care where warm, kind interactions helped them to feel valued and secure. As a result, the child was happy, relaxed and confident with the childminder.

Support and feedback from the last inspection was used constructively to develop and improve practice. For example, personal plans fully reflected children's current needs and children and families feedback had been used to inform improvements to the service. As a result, children and families experienced improved outcomes.

The childminder had a positive and enabling attitude and recognised the importance of fun in children's play to enable learning to be taken forward. However, they had undertaken limited professional development since the last inspection and had identified this as a continued area for improvement (**see area for improvement 1**).

### Areas for improvement

1. To ensure children experience a service that is based on current best practice, the childminder should develop their skills and knowledge through broad training, self-directed reading and developing awareness of good practice documents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSC 4.11).

## 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

All personal plans should be reviewed with families at least every six months in line with best practice guidance, or as changes occur. This would ensure planning documents are current and information is up to date.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care 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).

**This area for improvement was made on 26 April 2023.**

#### Action taken since then

Personal plans had been reviewed with families and reflected children's current needs and interests. This area for improvement has been met.

#### Previous area for improvement 2

To ensure children and families can access a service that meets their needs, the childminder should develop more structured ways children and parents could give their feedback and views on the service. This will help identify any areas for improvement that will improve outcomes for children and families.

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

**This area for improvement was made on 4 May 2022.**

#### Action taken since then

Children and families had opportunities to share their views in a variety of ways including questionnaires, discussion and through technology. This feedback supported the childminder to reflect on the service and make improvements. This area for improvement has been met.

#### Previous area for improvement 3

To ensure children experience a service that is based on current best practice, the childminder should develop their skills and knowledge through broad training, self-directed reading and developing awareness of good practice documents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSC 4.11).

**This area for improvement was made on 4 May 2022.**

#### Action taken since then

The childminder had undertaken limited professional development since the last inspection and required more time to fully meet this area for improvement. Therefore, this area for improvement has not been met and remains in place.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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