

# Richmond, Beatrice Child Minding

Inverurie

**Type of inspection:**  
Unannounced

**Completed on:**  
1 May 2024

**Service provided by:**  
Beatrice Richmond

**Service provider number:**  
SP2003901088

**Service no:**  
CS2003002400

## About the service

Beatrice Richmond provides a childminding service from their property in a quiet residential area of Daviot in Aberdeenshire. The childminder 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.

The service is close to the local primary school, a park and walks. The children are cared for in the living room kitchen and a downstairs toilet.

## About the inspection

This was an unannounced inspection which took place on 30 April 2024 between 15:20 and 17:20 and the 01 May 2024 between 11:00 and 12:40. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- Spoke with children using the service and one parent of children who attend.
- Spoke with the childminder about the service provided.
- Observed play and the interactions between the childminder and the minded children.
- We looked at the resources available and the use of space.
- Reviewed documents.

## Key messages

- Children were at the heart of the service and were cared for by a childminder who knew them and their families well.
- Children experienced warm and caring interactions from the childminder.
- The childminder should document their reflections, implementing a more formal approach to self-evaluation.
- The childminder should consider creating a shared vision for her service, capturing what is important to everyone.

## 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?              | 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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality Indicator: 1.1 Nurturing care and support

Children were happy, settled and content in the childminder's care. The childminder's interactions were gentle, warm and nurturing, which supported children to feel safe and secure. The childminder knew the children well and confidently shared their interests, routines and preferences. It was clear that positive relationships had been established with the children they cared for. Younger children received affection and cuddles and these nurturing approaches contributed to them feeling valued and safe. Parents told us the childminder knew their children well, including what they like and what is important for their care.

Personal plans were in place for each child containing children's and family preferences. This contributed to a consistent approach to care and support between the child's home and the childminding environment. Parents agreed that they felt they were fully involved in their child's care, including developing and reviewing their personal plan.

Mealtimes took place at the small tables in the living room. Children told us they were offered a variety of snacks they enjoyed. These were seen to be healthy and nutritious. Parents provided lunch for their children and they were encouraged and supported by the childminder to eat independently. Mealtimes were relaxed and unhurried which allowed children to eat at a pace which suited them. The childminder told us they sometimes did baking with the children and we discussed the benefits of preparing snack and encouraging independence, to promote life skills.

There were no children within the service requiring medication. We noted that the childminder had produced a medication policy. We suggested that they reviewed the policy inline with best practice guidance to highlight how they would effectively store and manage the administration of medication to further ensure children's health and wellbeing.

Children's health and wellbeing was promoted by the availability of homely, comfortable spaces to rest and relax. Younger children's sleep routines from home were followed which took account of parents' preferences and provided a continuity of care. This supported the children's safety and wellbeing.

We did not see the childminder do a nappy change. They were able to talk us through their procedure and we asked that they included this within their policies and procedures. This would ensure children were kept healthy, safe and well.

### Quality Indicator: 1.3 Play and learning

The childminder's approach to play was child-centred and responsive to children's interest and age and stage of development. Children had fun as they explored a variety of appropriate resources which were carefully arranged to support children's choice and allowed them to independently lead their play. This supported children to feel valued and develop independence skills.

We saw the childminder interact well with children, supporting their play through modelling, repeating language and asking questions. This supported children to experiment and try new things. Language, literacy and numeracy development were encouraged using stories, music, games, puzzles and through natural conversation during play. Parents agreed that their child had opportunities to be involved in meaningful, interesting and fun play experiences.

We saw that the childminder tracked some of the children's progress using a development overview as part of their personal plan. We discussed the benefit of making observations of children to further support this and share with parents. This would highlight how the childminder was supporting individual children to develop and learn through their play.

Children's opportunities were enhanced through connections with the local community. Children told us they enjoyed walks and playing at the park. This encouraged children to explore the area and have a sense of belonging.

## How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality Indicator: 2.2 Children experience high quality facilities

Children experienced a welcoming, homely and comfortable environment, which was clean, bright and contributed to them feeling safe and secure. Children appeared confident and at ease and had freedom to explore their surroundings. The environment offered children a fun and enjoyable experience and supported positive outcomes. Ample ventilation and natural light contributed to children's health and wellbeing. Parents agreed that the setting was well furnished, comfortable and homely.

Resources were stored in such a manner that supported children to access them independently, enabling them to lead their experiences and have choice. Furnishings supported a variety of play types and experiences. For example, the small tables were used for creative play and mealtimes and a sofa enabled children to rest and relax and enjoy quieter activities.

The childminder provided a good variety of activities, materials and experiences for the children indoors. These reflected interests, development and learning stages of the children in their care. We did not see the children playing outdoors and due to the garden being out of bounds due to ongoing works. We noted however that the childminder made use of the local area for walks and the park for the children to play and explore. We asked that they considered this opportunity for all children in their care, taking into account the importance of accessing daily fresh air and exercise.

The childminder implemented various systems which supported the children to stay safe and well. The home was secure and equipment was well maintained. The childminder had risk assessments in place however, for these to be more effective, they should detailed the risk, how it was minimised and take account of the benefits. We asked that these were updated inline with best practice guidance to ensure children are kept safe and well.

Infection control measures provided a safe, hygienic environment for children. We observed the childminder and children practice good, effective hand washing routines at appropriate times. Cleaning was carried out effectively which ensured the risk of infection was minimised. Parents agreed that their child was safe whilst in this setting and that it was clean and well maintained.

## How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

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

We discussed the benefits of having a shared vision, values and aims for the service provided and how they might go about gathering the views of the children and families to capture what was important to all, in order to develop this.

Positive working relationships had been established with parents which allowed for open communication and effective information sharing. The childminder engaged well with parents through daily discussions and the use of WhatsApp to send updates, photos and videos. This provided opportunities to discuss children's experiences and ensure parents felt included in their child's day. The feedback we received from parents highlighted they agreed that they received regular, quality information about their child's care.

Parent's and children's views were sought informally through face to face chats. We discussed how the childminder might do this more formally, for example using '2 stars and a wish' approach. This would ensure children and families were involved in identifying improvements which would enable the childminder to drive change within the setting. Parents felt they could be involved in a more meaningful way to help develop the setting with their ideas and suggestions. **(Area for improvement 1)**

The childminder had yet to reflect on the quality of the service, the children's experiences and areas for improvement. We directed them to best practice documents such as: 'A quality framework for daycare of children, childminding and school aged childcare' which would support them to evaluate the service and identify areas for improvement and ultimately improve outcomes for children. **(Area for improvement 1)**

The childminder had a range of policies and procedures in place aimed to support her to provide a quality service. These, however, required reviewing to ensure parents were provided with up-to-date information about the service. We directed them to best practice guidance documents to support with this and ensure they related to current documentation.

### Areas for improvement

1. To support improvement to the service and ensure good outcomes for children the childminder should develop their quality assurance systems.

This should include, but is not limited to:

- a) Involving children and families in a meaningful way to help develop the setting.
- b) Ensuring quality assurance systems, including the use of quality audit tools, are embedded into practice.

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 robust and transparent quality assurance processes' (HSCS 4.19).

## How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

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

A calm and caring approach ensured that the children's needs were met in a nurturing way. We observed lots of warm and nurturing interactions, chatting, smiles, praise and encouragement. Cuddles and comfort were affectionately given to younger children and humour and jokes used with older children highlighted that the childminder recognised the importance of building strong attachments. This supported children to feel secure and valued.

We noted that the childminder had a clear understanding of how children develop and learn. They discussed how they were supporting children with language development and we observed the childminder naturally talking to children, using a range of vocabulary, repeating words and asking questions. Parents agreed that the childminder had the appropriate skills, knowledge and experience to care for their children and support their learning.

The childminder made good use of professional development opportunities. They had recently completed a number of training courses including: a medication management refresher, paediatric first aid, infection control and child protection. The childminder was able to discuss how this had supported their practice and we saw that they often referred to notes for reflection purposes. This supported their professional development and helped improve outcomes for children.

The childminder was aware of some best practice guidance documents. We discussed the benefits of becoming more familiar with these and how this would also contribute to their continued professional development and improving practice and experiences for children.

## 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?                        | 3 - Adequate |
| 3.1 Quality assurance and improvement are led well | 3 - Adequate |
| How good is our staff team?                        | 4 - Good     |
| 4.1 Staff skills, knowledge and values             | 4 - Good     |



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