

# Nona Days Childminding Child Minding

Denny

**Type of inspection:**  
Unannounced

**Completed on:**  
14 May 2024

**Service provided by:**  
Leonna Green

**Service provider number:**  
SP2022000099

**Service no:**  
CS2022000140

## About the service

Leonna Green, trading as Nona Days Childminding, operates a childminding service from their home in Denny. The service offers children ample space to play, rest and relax in the dedicated playroom, living room and kitchen. Children have access to toilet facilities on the ground floor. The enclosed garden at the rear of the property provides outdoor play and learning opportunities for children. The service is close to local amenities including parks and the local nursery and school.

The childminder may care for a maximum of six children at any one time up to 16 years of age, of whom no more than six are under 12 years; of whom no more than three are not yet attending primary school and; of whom no more than one is under 12 months. The parts of the premises not to be used are the upstairs rooms in the home.

## About the inspection

This was an unannounced inspection which took place on Monday 13 May 2024 between 12:30 and 14:30. 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 children in the service
- reviewed digital responses from four families
- spoke with the childminder
- observed practice and interactions with children
- reviewed documents.

**Key messages**

- Children were cared for with warmth, kindness and a nurturing approach.
- The childminder knew children and families very well.
- The local and wider communities were well used to extend children's experiences.
- Children were busy and having fun.
- The childminder was motivated to continue their professional learning.
- Personal plans should be reviewed and updated regularly.
- The childminder should develop formal ways to evaluate the service.

**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 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 were cared for with warmth, kindness and a nurturing approach. They experienced care which was well considered to meet their individual needs. The childminder knew children and families very well. They took into account personal preferences and personalities, which ensured the care provided met the needs of individuals. Families told us how the childminder supported them and their children. One family said, "She is kind, caring and always does her best for the kids." Another told us, "For longer discussions, such as about key milestones or healthcare developments, Leonna always makes time to sit down with us and do that." This meant that the care provided met the needs of individuals and respected the wishes of parents.

Packed lunches were provided by families. We observed children sitting together as they enjoyed eating in a relaxed and unhurried manner. The childminder was close by to ensure children were safe. Children's independence was encouraged as they tidied away their lunch bags when they had finished eating. We suggested that the childminder sit with children at mealtimes. This would further promote close attachments and create a positive social experience as good habits were role modelled by the childminder.

Personal plans had been developed for children and contained "All about me" information. This meant that important and relevant information regarding children's routines and development were recorded. We discussed ways to use personal plans as a working document with families. For example, recording information shared informally by families within the plans and asking parents to sign and date the updates. The childminder should review children's personal plans with families at least once every six months. This will ensure children experience a consistent approach to the care they receive. (See area for improvement 1).

At the time of inspection no children required medication. We were satisfied that appropriate procedures were in place to safely administer, record and share information with families when it was needed.

### Quality Indicator 1.3 - Play and learning

The childminder was responsive in their approach to offering play and learning opportunities. There was a mixture of planned adult led routines, such as attending groups, as well as spontaneous child led play.

Children present during the inspection were busy and having fun as they enjoyed leading their play and learning. Skilled and effective questioning by the childminder encouraged children to think about and deepen their learning. For example, they talked and answered questions about their feelings when describing pictures others had drawn. Children independently accessed a variety of activities offered in response to their interests, as well as their age and stage of development. We discussed introducing more loose parts, open-ended and sensory resources for children. This would promote children's natural curiosity, creativity and support them to develop problem solving skills.

The childminder should adopt a more formal approach to recording planning and children's learning. Children's experiences were evident in photographs shared with families using Facebook and within individual folders for children. The childminder was beginning to add some information detailing activities and experiences. Observations of what children were learning should be documented and shared with families, along with their proposed next steps in learning. Recording this information will provide children

with opportunities to celebrate their achievements and success. It may also highlight where additional supports might be required. This will ensure children's individual needs are fully met and their progress is highlighted as they are encouraged to reach their full potential. (See area for improvement 2).

The local and wider communities were well used to extend children's experiences. They enjoyed exploring nature and developing gross motor skills as they visited parks and attended woodland sessions. Children's literacy and language skills were promoted as they listened to stories and visited the library. They also had opportunities to meet with other adults and children when they attended regular group sessions. As a result children's opportunities for play and learning were improved as they developed connections to their community.

### Areas for improvement

1. To support children's overall wellbeing, the service should ensure information shared by families is recorded within personal plans. Plans should be reviewed and signed by families at least on a six monthly basis.

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 (HSCS) 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).

2. To ensure children are making good progress and identify where additional supports may be required, the service should record and share observations of children's learning. These should highlight children's achievements and their proposed next steps.

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 (HSCS) which state that, 'I am supported to achieve my potential in education.' (HSCS 1.27).

### 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 benefitted from a homely environment that was clean and tidy with lots of natural light. The dedicated playroom was organised and offered them ample space to play and explore a variety of activities. Children's independence was encouraged as they accessed toileting facilities on the same floor. They enjoyed a cosy space to rest and relax in the comfortably furnished living room. Photographs and children's work were displayed in the playroom which gave children a sense of belonging. The carefully considered layout offered children choice, and enabled them to lead their play and learning. This gave them a strong message that they mattered.

The garden at the rear of the property was not being used at the time of inspection. The childminder had carried out a risk assessment after storm damage to fencing, and decided the garden was not fully secure and safe. The childminder told us of their plans to carry out repairs in the very near future. They ensured children continued to have daily access to fresh air as they visited parks, and walked to school and nursery. Outdoor experiences meant children were learning about the benefits of an active lifestyle that promoted their health and wellbeing.

The property was well maintained. Risk assessments ensured that children's safety was promoted as potential risks had been minimised. Effective infection prevention and control measures were in place. Children were encouraged to wash their hands at key times and effective cleaning procedures meant that the spread of infection was kept to a minimum.

The childminder understood the importance of keeping children's personal information secure. They asked families for permission before taking photographs and shared their confidentiality policy with families using the service.

## How good is our leadership?

### 3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

#### Quality Indicator 3.1 - Quality assurance and improvements are led well

The vision, values and aims of the service were evident in the warm interactions and positive relationships we observed during the inspection. The encouraging and supportive ethos meant that children felt loved, secure and safe.

We found that the childminder used informal ways to evaluate their service. Positive relationships had been established with children and families, and their views were important to the childminder. These were mainly gathered and shared informally during daily chats, as children were dropped off and collected. Regular communication meant children and families could influence the care provided. As a result the childminder understood what was important to ensure they met the needs of children and families.

Self-evaluation and quality assurance processes should be formalised and recorded in a way that works for the service. We highlighted best practice guidance which could help with this. For example, A Quality Framework for daycare of children, childminding, and school aged childcare, and the Care Inspectorate bitesize resources. This could support the childminder to reflect and record what is working well in their service and what could be improved. This may also support children and families to have meaningful opportunities to contribute to the development of the service. (See area for improvement 1).

We discussed the importance of documenting an improvement plan, and sharing this with children and families. This would provide an opportunity for the childminder to share the progress, successes and achievements within the service.

#### Areas for improvement

1. To ensure children receive high quality care and support from the continued development of the service, the childminder should develop quality assurance and self-evaluation processes. Procedures should be created that include ways to formally gather families' views. This will help to identify areas for improvement that will impact positively on outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, '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 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**

Interactions with children were warm, kind and compassionate. The childminder recognised the importance of nurturing, responsive attachments. The rights of the child were promoted and evident in the childminders practice and in how they communicated with children. As a result children were happy and confident as their overall wellbeing was supported and their needs were being met.

Positive relationships with families were established and maintained through effective communication and respect. Individualised support was provided for children by listening to families and responding to their wishes and preferences. Children told us how they felt about the childminder and their experiences. They said, "Leonna is funny and kind," and "I like going walks and getting ice lollies and playing football." One family shared their thoughts about the childminder with us. They told us, "She is very supportive of our children and us as a family. She is flexible but fair and professional. She is very down to earth and inspires confidence with her calm and warm manner. We think she is a great role model for our children." As a result children's emotional wellbeing benefitted from positive attachments.

The dedicated childminder demonstrated a good understanding of child development, and was motivated to continue their professional learning. They were working towards gaining a Scottish Vocational Qualification in childcare to further improve their knowledge and skills. They took advantage of opportunities to engage with other childminders to share ideas and good practice. We discussed ways to record their learning and evaluate the impact it had on their service, and on improving outcomes 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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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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