

Kelly's Care Child Minding

Inverness

Type of inspection:
Unannounced

Completed on:
30 April 2024

Service provided by:
Kelly Collis

Service provider number:
SP2023000082

Service no:
CS2023000124

About the service

Kelly's Care provides a childminding service from her home in a quiet residential area of North Kessock on the outskirts of Inverness. The childminder is registered to provide a care service for a maximum of 6 children at any one time under the age of 16, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family.

The service is situated in a residential area close to the local school and nursery as well as shops, a park, woodland walks and other amenities. The children are cared for in a playroom, living room, kitchen/diner and downstairs bedroom. They have access to a downstairs family bathroom and a large, securely enclosed back garden

About the inspection

This was an unannounced inspection which took place on Tuesday 07 May 2024, between 09:30 and 11:30. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- reviewed responses from one family from our MS forms survey;
- spoke to the childminder;
- observed practice and daily experiences;
- reviewed documents.

Key messages

- The childminder was warm, kind and caring in her approach.
- Children enjoyed playing at the childminder's home, which had a wide range of resources that catered to their needs and interests.

Children attending the service were happy, settled and relaxed in the care of the childminder.

- Skilled interactions from the childminder supported the development of children's language, literacy and numeracy.
- Children's health and wellbeing was supported with regular opportunities for outdoor play.
- Daily communication with families supported the childminder to meet the needs of all children in 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?	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?	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?

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

Children experienced warm, caring, and nurturing approaches to support their overall wellbeing; for example, children cuddled into the childminder for reassurance. Parents shared with us, "Kelly is fantastic and she's become part of our family she is professional and respectful but kind and caring". The childminder's interactions throughout were warm and caring, nurtured children's security, confidence, and supported positive relationships.

Personal plans were individualised for each child and captured specific information of their care needs. This included routine information, family preferences and children's likes and dislikes. Effective use of personal plans meant children's care, learning, development and routines were planned for. Plans were regularly reviewed and updated with families to ensure information remained current and relevant. This supported a continuity of care between home and the service.

At the time of our inspection parents were reviewing the information recorded in children's personal plans as part of a regular process. The personal plans we sampled reflected the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) health and wellbeing indicators. Children's care mirrored the wishes of their parents, for example, in supporting sleep routines and transitions.

Children's mealtimes were a relaxed and unhurried experience. The children were able to feed themselves and the childminder provided praise and encouragement. This meant the children were developing independence and a sense of achievement. We discussed with the childminder how they could further develop the snack experience to offer more opportunities for children to develop their independence skills, for example, by being involved in the snack preparation

Although the children attending the service during our inspection did not require medication, we found the childminder knew their responsibility regarding the safe administration of medication. We were satisfied that safe administration of medication procedures were in place, to help ensure children's health needs could be met.

The childminder was very aware of her responsibility to safeguard children. We were confident that the childminder was committed to her role and responsibilities in keeping children safe from harm.

Quality indicator 1.3 Play and Learning

The childminder had an understanding of child development and rotated toys and resources to ensure they were appropriate for the ages and stages of children in attendance. Play and learning opportunities were built upon what children knew and extended children's thinking, which supported their natural curiosity to play and learn. High quality observations and interactions enabled the childminder to plan and provide materials and opportunities for children to consolidate their learning through play.

From photographic evidence, we could see that children benefited from play experiences which provided opportunities to be creative, imaginative and develop curiosity. Observations were linked to developmental milestones and GIRFEC (SHANARRI.) The childminder worked with families to identify any additional

supports and plan for next steps in development and learning. There was photographic evidence of children participating in arts and crafts, messy play and water play. The childminder used effective questioning to support children's development. They provided play to consolidate their learning and challenged their thinking. Children's language was also supported through opportunities to sing songs and read stories together throughout the day. This experience provided opportunities to promote language, literacy and numeracy.

The childminder recorded what the children had been learning in floorbooks containing photographs and observations. Observations were linked to developmental milestones and SHANARRI. We encouraged the childminder to build on this practice as part of their family engagement. This would enable them to work with families to identify any additional supports and plan for next steps in development and learning.

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

The childminder's home was very cosy and child-friendly, providing a homely environment for the children. The childminder ensured that children in their care were safe and healthy by maintaining their premises, equipment and toys to a very good level. Spaces were organised and children benefited from having access to play resources in the living/dining room area as well as a dedicated playroom. The organised layout enabled children to lead their learning and have ample space for their needs.

The childminder had developed a range of resources available to ensure children's curiosity, exploration, and imagination are stimulated through loose parts and open-ended resources both indoors and outdoors. The childminder's back garden also provided a safe area with equipment to climb, slide and run which supported children's physical development and overall wellbeing.

Children were able to play in a safe and secure environment. The childminder had completed a range of risk assessments to minimise the risks for children attending their service. This meant children's activities were not compromised and they were supported to enjoy fun and challenging play experiences

Infection control measures, including handwashing and cleaning procedures were in place, minimising the spread of infection. We observed the childminder during the nappy changing procedure and suggested a small change to ensure that the risk of spreading infection was minimised. This ensured children experienced care in an environment which was safe and clean.

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

Children benefitted from effective partnership working between parents and the childminder. This ensured their care and learning routines were met. One parent told us, "Kelly involves us in getting feedback, considering what childminding provision will look like and is always updating and amending the care".

The childminder had established strong and trusting relationships with the families. This allowed for open communication and sharing of information. The childminder stated that she shared information with the parents informally on a daily basis, at drop off and collection times. One parent told us they felt very involved in the life of the setting and that their views mattered. She provides a flexible and accommodating service for the families she works with. We found she made good use of text messaging and private social media to communicate with families. This helped to ensure parents were included in their child's care and offered the opportunity to comment and/or make suggestions for improvement.

Children's and families views were actively sought to inform the development of the setting. The childminder valued the input of families and children. Parents and children's views were gathered both informally through daily conversations and formally through annual questionnaires. This promoted opportunities for the parents and children to feel valued and to provide feedback of the quality of her service.

Effective use of self-evaluation had supported the childminder to reflect on their progress and identify strengths and areas for improvement. The childminder used the 'Quality framework for daycare of children, childminding and school-age childcare' to support self-evaluation and to identify where improvements could be made. The improvements were clear and achievable, targets were planned to drive forward improvement. For example, the childminder identified that they could improve the range of loose parts in the outdoor area for children and planned to develop her garden further to suit the children's needs. The childminder embedded a continuous cycle of improvement which supported high quality experiences for children.

Policies and procedures were in place, and these supported the safe running of the service. These were regularly reviewed and updated to reflect current best practice and shared with families. This provided parents with clarity about how the service operated and reassurance that there were procedures in place to keep children safe.

The childminder felt confident they provided a high quality service which met the needs of the children and the families in their care. In order to further improve their service, they were enthusiastic to continue with their professional development.

How good is our staff team?

4 - Good

We evaluated this quality indicator 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

The childminder was keen to be involved in the inspection process and welcomed any feedback. The childminder was kind and compassionate. She was nurturing in her care and had formed strong attachments with the children. We found that the children responded positively to the support provided by the childminder, and they were given an appropriate amount of time to listen and respond to instructions. This supported children to be respected and cared for in the service.

The childminder supported the children with warmth, kindness, and compassion. This enabled children to feel valued, loved, and secure. Samples of personal plans demonstrated how the childminder had meaningful and individualised support in place for children. The childminder effectively engaged with children taking account of their views and experiences and families' wishes.

The childminder recognised the importance of maintaining her skills and knowledge in keeping children safe and protected. She had attended training on First Aid, Child Protection and Food Hygiene. We discussed with the childminder how best practice guidance would support the childminder's professional development and improvement in the service. We discussed ways in which she could use the online resources such as, 'Realising the Ambition, Being Me' and 'Your Childminding Journey' as a way of accessing guidance and practice documents to support the ongoing development of the service. In addition we sign posted the childminder to the Care Inspectorate hub, where a range of bite size sessions about improvements will help the childminder develop her service further.

The childminder was a member of the Scottish Childminding Association and had supportive links with local childminders. This provided opportunities for sharing ideas, developing knowledge and reflecting on practice, contributing to positive 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.

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?	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

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