

Morrison, Lisa Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
28 May 2024

Service provided by:

Service provider number:
SP2011981830

Service no:
CS2011281920

About the service

The service operates from the childminder's home in East Kilbride, South Lanarkshire. The service is registered to provide care for to a maximum of six children 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.

Minded children are cared for in the living room and kitchen on the ground floor. Toilet facilities used by children are upstairs. They also have access to outdoor play in the safely enclosed garden. The service is close to local nurseries, schools, shops, parks and other amenities, which the childminder makes use of to expand children's play and learning experiences.

About the inspection

This was an unannounced inspection which took place on Wednesday 22 May 2024 between 12:10 and 13:45. We gave feedback to the childminder by telephone on Tuesday 28 May 2024. 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 two 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 experienced warm, nurturing care from a responsive childminder, which contributed to them feeling happy, secure and safe.
- Children's play and learning experiences were enhanced by the childminder making effective use of facilities within the wider community.
- Introducing more loose parts play to the garden was a priority for the childminder. This is to engage children's curiosity and challenge their thinking.
- The childminder was welcoming and engaged well with the inspection process. They were responsive to improvement discussions.
- The childminder was very committed to their professional development. They should reflect and record the impact of their learning on outcomes for children and the overall development of their 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?	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?

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.

There were two young children present during our inspection. Children experienced warm, nurturing care from the childminder, which contributed to them feeling happy, secure and safe. All parents who responded to our survey strongly agreed that they were very happy with the care and support that their child received, their comments about how their children were nurtured included, "How caring Lisa is towards the children and the range of different activities she does with them, she always keeps them busy and they are genuinely happy when with her."

The childminder knew children's unique personalities and needs very well. They had collated personal plans for children in collaboration with parents, which detailed how they cared for and supported children in their play, learning and development. We discussed how these could be adapted to be more meaningful for school children, who attended for shorter periods than their younger peers. For example, giving children more ownership of the 'all about me' information and responsibility for planning how they spent their time at the service. This would assist the childminder in ensuring children's individual needs and wishes were met as well as monitoring their progress. Children already made decisions about their snack menus and making rules for the service therefore this would be a natural progression. It would help demonstrate that children's right to have their views respected was honoured by the childminder.

We acknowledged that the childminder undertook monthly observations of younger children using curricular guidance and shared progress reports with parents. Parents had not signed or dated when this happened, although their feedback in our survey confirmed that information was shared almost daily. For example, "Lisa keeps me up to date with everything and asks if there is anything I want to concentrate on or if I have suggested it she follows through." Other core information about children's care, such as individual routines was updated annually. To support children's health and wellbeing, the childminder should ensure that they formally record, with parents, whenever they review and update children's personal plans. This should happen at least every six months. This will ensure personal plans are a current reflection of each child with agreed next steps for care, learning and development.

Children enjoyed a sociable lunchtime experience, where home cooked meals respected children's preferences, dietary requirements and allergies. The childminder sat with children to model social skills and offer support when needed. This supported children's health and wellbeing as well as establishing life long healthy eating habits from a very young age. Both children present napped in buggies at their parents' request. The childminder had recorded this preference in children's personal plans and was aware that buggies should have a firm, flat surface for younger babies, to support safe sleeping. They observed children during sleep to ensure they maintained a safe and comfortable position. We asked the childminder to make sure parents were aware of safe sleeping guidance, to inform their decision about preferences for children's naps. For example they could signpost them to the Safe Sleep Scotland website - <https://safesleepscotland.org/> This will ensure consistency in how babies' safety and wellbeing is supported.

No children currently required medication whilst attending the service. The childminder had shared their medication policy with parents and had adapted Scottish Childminding Association (SCMA) templates for

recording children's medication, should this be required. The templates were in keeping with good practice guidance and ensured children's health, safety and wellbeing needs would be met. Children were also safe and protected because the childminder had regularly participated in paediatric first aid and child protection training. This provided reassurance that the childminder would respond appropriately if they were concerned about the welfare and wellbeing of a child.

Quality Indicator 1.3: Play and learning.

The pace of children's day was well managed, for example the childminder supported children's transitions to ensure nursery and school drop off and collection times did not disrupt younger children's play. We observed that children's language, communication and independence were supported through interactions with the childminder, and the daily routines they provided.

The childminder had an interest in child development and used their knowledge and experience to plan activities children would enjoy, and be challenged by. Examples given by parents included, "My child goes to toddlers and Book Bug regularly. Weather permitting, they go to the park. They also go to museums, the town centre and other fun places. They attend events too. Lisa rotates the toys she has at home so (my child) is able to play with a variety of things."

The toys, books and games available within the setting were suitable for children, met their needs, stage of development and interests. This supported a child led approach as children were encouraged to choose games and activities they wanted to do. As a result the children present had fun as their ideas were encouraged and achievements recognised. Children's comments about activities they enjoyed at the childminder's, included, "Playing. Eating. I like to play with the toy kitchen." We observed one toddler looking for additional resources to support their imaginative play with the toy kitchen. They retrieved an oven glove from the play tent where they had left it earlier that day, feeling a sense of achievement as they problem solved and expressed their ideas.

We observed that most of the easily accessed resources were manufactured or plastic, as the childminder was at an early stage of embedding loose parts play. 'Loose parts' are natural and open ended materials, which support children's creativity, curiosity and problem solving skills. The childminder agreed it would be beneficial to review how loose parts were displayed, to encourage children to explore the different properties. For example, as children group and sort different objects, they learn mathematical concepts of size, ratio, and classification. One of the childminder's improvement priorities was to expand the availability of loose parts play in the garden. They should continue with these plans as it will encourage children to explore their environment, take risks during play, and develop confidence and motivation.

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 benefited from a warm, safe and inclusive environment that was well furnished. We particularly liked the provision of cosy spaces, such as a play tent and den under the stairs, where children could feel safe and secure. This helped children develop skills in emotional regulation. However, we asked the childminder to be mindful of how furniture was arranged as babies reach their stage of development and want to pull themselves up or climb. This will support them to safely explore and develop large motor skills.

The childminder had already given consideration to the different age groups and stages of development of the children attending, when organising resources. For example, to promote children's independence and offer choice in their play, lower shelving had toys and games suitable for babies and younger children whereas higher shelves were dedicated to school age children. These measures also contributed to the safety of younger children, as toys that might be a choking hazard, such as lego was stored out of their reach. When older children were playing with this type of smaller items, it was at the kitchen table, while younger ones played safely on the living room floor.

A variety of other safety measures were in place to support children's safety, for example a safety gate across the kitchen doorway and guards over the stair bannisters. To support everyone's safety and wellbeing, the childminder carried out visual risk assessments of the setting, prior to children arriving and throughout their day, to ensure there were no hazards in the way of their safety. They also risk assessed any outings or external facilities that they regularly used with children, such as parks.

The childminder had not been using the garden recently with children because they had assessed weeded areas could present a risk to children. They recognised the importance of children having opportunities to be physically active through their day, to support their coordination, strength and muscle control. Therefore the childminder ensured children spent time in local green spaces and parks. This was appreciated by parents, whose comments included, "Lisa takes the kids to the park located very close to her house when the weather is nice. My kids love this park" and "Weather permitting, (my child) goes to different parks to play and also to see ducks or walk in the woods. They've also been to Chatelherault and another outdoor play park where they were able to play in the sand."

The childminder explained their cleaning schedules and other measures taken to reduce the risk of cross infection within the setting. For example, the nappy changing procedures took account of children's privacy while preventing any cross contamination. There were individual lidded boxes with each child's personal items and the childminder used an apron and gloves when supporting children's personal care. Children's effective handwashing was supported because there was plenty of liquid soap, running water, and steps to help smaller children reach the sink. We advised that minded children should have a separate towel to that used by the childminder. This is to support children's health and safety through minimising the spread of germs. The childminder had participated in infection prevention and control training and shared information with parents, such as when children should be excluded from the setting if unwell. We drew the childminder's attention to the revised infection prevention and control guidance: - 'Health protection in children and young people settings, including education' (Public Health Scotland, March 2024), which can be found within the HUB area of our website.

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.

During our inspection visit the childminder was open to ideas for how they could develop their practice thus ensuring that they contributed to positive outcomes for children. They provided funded places to children through their partnership agreement with South Lanarkshire Council (SLC). The childminder liaised with the SLC quality improvement officer to find out about continued professional development opportunities, including guidance on improvement planning. The childminder had also continued their membership of the Scottish Childminding Association (SCMA) and made good use of their resources to learn about best practice

for their own context. SCMA is a national umbrella organisation whose main aim is to promote childminding as a quality childcare service.

The childminder had distributed questionnaires to parents to gauge their views about the service and seek suggestions of where it could be improved. This approach contributed to parents feeling their involvement was valued and respected by the childminder. Consulting with parents had been one of the childminder's priorities therefore we discussed how streamlining questionnaires might achieve more responses. For example, the childminder could focus on one key question from the Care Inspectorate guidance, 'A quality framework for daycare of children, childminding and school-aged childcare', to find out what parents thought about children's outdoor play experiences. Parents responding to our survey were very happy with the overall quality of the service provided, and transparent communication ensured there was continuity in their children's care. Their comments included, "My partner and I visited Lisa's house before my children started with her, we got to see the toys they will play with and asked her lots of questions which made us feel at ease. I always get an update on their day when I collect them in the evening and occasionally will see them playing in her home."

We acknowledged that the childminder was already using 'How good is our early learning and childcare' (HGIOELC) as a tool to assist the self evaluation of their service. The indicators from this tool had helped the childminder measure outcomes for children within a realistic timescale. For example, following a previous improvement focus on mealtimes, school age children had developed snack menus and were independently making their own snacks. This meant children were learning life skills while also feeling included in the decision making process.

The childminder met informally with other local childminders and participated in online childminder forums. This provided peer support for their practice, including sharing ideas for activities that children would enjoy. The childminder used one of these childminders as an emergency contact so that parents would be reassured that a trusted adult would be able to look after their children, in an emergency involving the childminder. It also meant that children would be cared for by a familiar adult and there would be continuity in their care.

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's values were evident in the sensitive interactions we observed during our inspection visit. Children were supported to feel safe and loved by the childminder who was patient and responsive in their engagement. The childminder was very respectful when sharing information about children and families. They expressed a very good knowledge of the children's individual personalities, needs and wishes.

The childminder was committed to providing an inclusive service, therefore kept partnership with parents as an ongoing priority within their improvement plan. The childminder had built positive and trusting relationships with families whilst valuing their contribution to the service.

The childminder was keen to develop their practice in involving children in decision making, and had made progress with older children. This had included not only decisions about daily activities but also beginning to think about what would make the service better for them. This contributed to children feeling respected

and helped build their self confidence. We encouraged the childminder to explore ways of taking account of the views and rights of younger children. To help with this we signposted them to 'The Voice of the Infant Best Practice Guidelines and Infant Pledge' (Scottish Government, March 2023).

Parents strongly agreed that they had built a strong connection with the childminder and felt welcomed into their home to discuss their child's care, play and learning. Parents' comments about the childminder's compassionate approach included, "(our child) communicates very well anything he doesn't like and the fact that he loves going there shows me that she cares for him in the way he wants her to" and "Lisa is a great childminder and I honestly think she helped settle my nerves going back to work as (our child) was seven months when she went to Lisa's."

Children benefitted from being cared for by a childminder who was very experienced and knowledgeable about their role. In addition to core training, the childminder had engaged in professional reading and participated in webinars to keep up to date with current best practice related to early learning and childcare. For example child protection, first aid, autism and child development. We discussed the value of the childminder reflecting on the impact of their learning on outcomes for children and the overall development of their service. This would help identify meaningful priorities for their service and any additional training they might need to fulfil these.

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?	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?	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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