

Hunter, Kerry Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
28 May 2024

Service provided by:

Service provider number:
SP2012984159

Service no:
CS2012312404

About the service

Kerry Hunter provides a childminding service from their home in a quiet residential area of Abronhill, North Lanarkshire. The childminder is registered to provide care to a maximum of six children up to 16 years of age. At the time of our inspection, four children were attending the service.

The service is close to local primary schools, shops, parks, and other amenities. The children are mostly cared for in the living room and dining room. They also have access to a downstairs bathroom and secure garden.

About the inspection

This was an unannounced inspection which took place on 28 May 2024 between 15:30 and 17:45. 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 using the service and received views from seven of their family members
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children attending the setting were settled, confident and happy in the childminder's care.
- The childminder interacted warmly with children, ensuring they felt loved and supported.
- Strong connections with families supported meeting children's needs.
- Children had fun as they engaged in a wide range of developmentally appropriate play experiences.
- The home was clean and well maintained, providing a pleasant environment for children.
- The childminder was skilled, knowledgeable and committed to continually improving the quality of children's experiences.

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?	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?

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 attending the service were happy, settled and comfortable in the childminder's care. They told us that they enjoyed their time at the setting. One child said, "I like coming to Kerry's" and another older child added, "Kerry is a good person who looks after us properly".

Families had built trusting relationships with the childminder that supported meeting children's needs. They were involved in creating children's personal plans and engaged in lots of discussion about their child's care and development. One parent commented, "Kerry asks lots of questions about my child's needs and listens when they ask to do things." Another said, "As a parent I have a great relationship with my child's childminder. They are always there to help and advise. My child is always happy to go to Kerry."

Children's wellbeing was supported as the childminder helped them to identify and cope with their emotions. Older children felt comfortable to share with the childminder any issues they were facing. They were confident they would be helped to find a solution. One child said, "Kerry would talk to me if I felt bad, say good stuff and tell me not to worry about stuff." Another child shared, "It makes me feel better that I can talk to Kerry."

Children's emotional and social development was supported through friendships with peers. Children played well together despite the differing age ranges. One child told us, "I like playing with people here" and another said, "We all look after each other." A parent commented, "My child has a great social life with all the children."

Children could eat and drink in response to their needs. They had access to fruit across the day and were provided with nutritional snacks that met their dietary requirements and supported good health. Water was always available to ensure children were hydrated. Children were knowledgeable about the importance of eating a healthy balanced diet. They said, "Some treats are okay so long as you have mostly healthy stuff" and "Snacks are nice and healthy, like fruit and cereal."

Quality indicator 1.3: Play and learning

Children were busy playing and learning. They participated in a wide range of experiences that were fun and met their interests. Particular favourites included, crafting, drawing, exploring sensory toys and pretend play with small figures. Children confirmed that they had lots of choices during play. They said, "There's loads to choose from, like drawing or games or just playing" and "There's so much stuff to play with, like scooters and a slide that goes into a tent, you can go face first, it's fast and funny." Parents and carers agreed. One commented, "Great range of exciting activities that are really good for child development" and another added, "I like how my child has learned new things."

The childminder played alongside children and interacted with them sensitively to support their learning. For example, by talking about mathematical concepts and widening children's knowledge of the season through scavenger hunts. Children's personal plans reflected the progress they were making and demonstrated the breadth of their learning.

Outdoor play experiences promoted children's health, wellbeing and curiosity about the world. Children often visited parks and an outdoor toddler group. This provided opportunities for them to connect with nature and develop imagination as they explored grass, water, sand and mud.

Children were developing their vocabulary, imagination and creativity through literacy experiences. A range of good quality books and mark making materials engaged children in their play and learning. They showed concentration as they created detailed drawings and read familiar stories.

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

Children received care in a home from home environment. The property was well maintained, pleasantly decorated and a comfortable temperature. This helped to make children feel like they mattered.

Good quality toys and materials were accessible to children in low level shelving and baskets. This helped them to make choices about what they wanted to do, extending their play ideas.

Cosy spaces and soft furnishings ensured that children had the opportunity to relax when needed. Children who were tired after a busy day at school were comfortable and their wellbeing was supported. They snuggled up on the couch and chatted with peers. One child shared, "I'm just chilling a bit up here."

Since the last inspection, the childminder had refurbished the garden. This had significantly improved the quality of children's play. New additions such as a slide, mud kitchen and mark making areas brought excitement and enthusiasm to outdoor learning. One child said, "I love the garden, it's pretty cool" and another said, "There's space outside to do handstands." A parent added, "My child likes to play out in Kerry's garden with all the toys."

Children were protected from harm through a variety of safety measures. These included, safe storage of hazardous materials and ensuring play spaces were secure. The childminder also supported children to assess risks for themselves, building their resilience and problem solving skills. We saw this in practice when a child tried to sit on top of a large plastic box on the couch. The childminder chatted with the child about how they could use the box more safely. This resulted in some curious and imaginative play where the child experimented fitting inside the box on the floor and using it as a footstool.

Infection prevention and control procedures created a safe environment for children and families. The home was clean and children were supported to wash their hands thoroughly. The addition of a plastic step in the bathroom helped smaller children to reach the sink and kitchen roll. Children understood the importance of good hygiene in protecting their health. One child said, "We always wash our hands before snack, in case there's any germs." Another child added, "If we didn't wash our hands we might get sick."

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

The childminder was committed to the ongoing improvement of the service and strived to provide children with high quality care and support. Families were very complimentary about the quality of service provided. One commented, "My child receives amazing care always and is very well looked after." Another parent said, "I don't think you could get a better childminder."

The views of parents, carers and children were sought to support improvement of the service. Strategies such as questionnaires, informal conversations and online messages ensured that the childminder was aware of the needs of children and their families. All parents who we spoke with strongly agreed that they were involved in a meaningful way to help develop the service. One parent said, "Opinions are always asked". Another commented, "Kerry always discusses things with us."

Self-evaluation supported the delivery of high quality care and support. The childminder was aware of best practice and reflected against it regularly to establish whether any adjustments were needed. This contributed to positive outcomes for children and families. Through self-evaluation, the childminder had identified training needs and had developed play spaces such as the garden.

The childminder engaged with other professionals, including the local authority, other childminders and national childminding organisations. This supported deep reflections of what a high quality service looked like and inspired improvements to practice when needed.

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: Staff skills, knowledge and values

The childminder was skilled, knowledgeable and responsive to children's individual needs. They showed warmth, compassion and care to each child attending the service, supporting them to feel loved and safe. Families agreed and one parent commented, "Best childminder about, she loves the children and the children love her." Another said, "I know that my child is extremely well looked after with Kerry and I never feel worried at all."

The childminder had a clear understanding of their roles and responsibilities in relation to child protection. They had attended recent training and had developed procedures that supported them to safeguard children.

The childminder was familiar with best practice guidance and used their knowledge of this to keep children safe. During the inspection, the childminder demonstrated a particularly good understanding of safe sleeping and choking guidance. Additional training, including paediatric first aid provided the childminder with guidance about how to keep children as safe as possible.

The childminder showed commitment to continued professional development and had engaged in training and learning since the last inspection. This had impacted positively on improved outcomes for children and families.

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

Ms. Hunter should develop personal plans for each of the children she cares for. These should be developed once children have attended the service for 28 days, and should be reviewed with parents at least every six months, or more frequently if required.

National Care Standards for Early Education and Childcare up to the age of 16, Standard 5: Quality of Experience.

This area for improvement was made on 24 May 2013.

Action taken since then

At this inspection we found that each child had a personal plan that supported meeting their needs.

This area for improvement is met.

Previous area for improvement 2

Ms. Hunter should amend her written medication procedures to indicate that parents will be asked to confirm in writing that they have administered the first dose of any medication prescribed for children. Records of medication should reflect that this has been done.

National Care Standards for Early Education and Childcare up to the age of 16, Standard 3: Health and Well-being.

This area for improvement was made on 24 May 2024.

Action taken since then

Since the last inspection, the childminder had updated the medication policy to reflect best practice guidance.

This area for improvement is met.

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?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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