

Reid, Caroline Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
6 June 2024

Service provided by:
Caroline Reid

Service provider number:
SP2003900031

Service no:
CS2003020180

About the service

The childminder is registered to provide care for a maximum of 6 children at any one time under the age of 16, of whom a maximum of 6 will be under 12, 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.

Any other conditions unique to the service:

2. The parts of the premises not to be used is the upper floor level of the accommodation and front garden.
3. Overnight service will not be provided.
4. Minded children can only be cared for by the person named on the Certificate.

The childminding service is located in the area of Clarkston, East Renfrewshire. The service is close to local schools, parks and other amenities. The children are cared for in a dedicated playroom and bathroom. Children also have access to an enclosed garden.

About the inspection

This was an unannounced inspection which took place on 6th June 2024. 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 one person using the service on the day of inspection
- Gathered feedback from five families through MS forms
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents

Key messages

- Children experienced warm, nurturing care from a responsive childminder which helped them feel happy, secure and safe.
- Children lead their play and learning experiences, which encouraged their right to choice and independence.
- Effective communication with parents and carers ensured that children's needs were supported and parents felt included 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?	4 - 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 evaluated this key question as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

1.1 Nurturing care and support

On the day of inspection we observed the child present to be happy, confident and settled in the care of the childminder. The childminder was warm, caring and attentive in their interactions. It was evident the child had developed a positive relationship with the childminder, who provided cuddles, praise, and comfort at appropriate times, this helped the child feel loved and secure in the setting. One parent told us they liked the "nurturing environment".

Children experienced a snack time that was unhurried and relaxed. The childminder encouraged the child to sit down while eating, then sat with them to ensure their safety. A child sized table and chairs was available in the playroom for mealtimes. The childminder told us they used "Setting the Table" best practice guidance when considering mealtimes in their setting. Lunches were provided by families. Water was available throughout the day to ensure children remained hydrated.

Children were supported by a childminder who knew their individual needs, personalities and interests well. Regular contact with families through face to face conversations and messages ensured the childminder had the most up to date information. One parent told us "the childminder keeps in touch with daily updates and pictures and is always quick and responsive to any questions we have". The childminder had personal plans in place for children in their care. Following the previous inspection, they had continued to develop the template for recording next steps for each individual child. The childminder should continue to embed the new template, ensuring they are clearly linked to the SHANARRI wellbeing indicators.

Children's health and wellbeing was supported by the childminder. We sampled the medication policy and consent forms and found these were in line with current good practice guidance. There was no medication stored on the property to audit on the day of inspection. However, the childminder explained their process for the storage and administration of medication. The childminder had a valid first aid certificate.

Children's personal care needs were met by the childminder who demonstrated knowledge of safe nappy changing practice. The childminder had personal protective equipment (PPE) available, if required.

1.3 Play and learning

On the day of inspection, the pace of the day was relaxed and led by children's interests. The childminder encouraged the child present to make choices about what activities they would like to do, what music they would like to listen to and responded to the child's initiations of play. This respected children's right to make choices about their play and learning.

A range of toys were available in the playroom, stored in tubs and shelves, reflecting the interests of the children attending the service. As a result, children were engaged in play and having fun. For example, we observed the child present playing with arts and craft material, an ice cream parlour and a jigsaw. Parents told us their children really enjoy the crafts activities on offer at the childminders service.

Children's communication and language development was supported by the childminder through appropriate conversations and role modelling. The childminder attended local toddler groups to support children to develop their social skills. Children also engaged in fun activities to support literacy and numeracy such as attending Book bug sessions, counting cars, reading stories, singing and other games.

Children benefitted from regular activities in the local community. The childminder helped plan activities to visit the local police horses, which the child present was excited to tell us all about. The childminder also organised visits from the local police and fire station. Over the week, children of all ages engaged in a variety of activities in the local area such as trips to parks, libraries, shops and farm parks. As a result, children were developing a wide range of life skills and a strong connection to their community.

Children engaged in a range of play and learning opportunities. The childminder told us they planned themed weeks with the children and tried to build activities around this. They used a diary to record their reflections on children's achievements and engagements in the activities offered. One parent told us "my child interacts with different ages and children and does a variety of activities, both indoor and outdoor".

The childminder had recently introduced a floor book to record the children's voices, pictures and descriptions of activities undertaken. We discussed the purpose of the floor book and gave some suggestions of how to develop it further with the children attending the service. This would support the children to have ownership of their play and learning, as well as, enable the childminder to track the experiences and outcomes of activities undertaken.

How good is our setting?

5 - Very Good

We evaluated this key question as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

Children were cared for in an environment that was clean, bright, and homely. The playroom was safe and set up to meet the needs of the children attending. Children had space to play together, independently or rest if they wished.

Children were able to make choices and select from a range of toys and resources, which were suitable to their age and stage of development. The room had been organised to ensure children could independently access equipment stored on shelves and tubs. We would suggest the childminder review children's access to natural open ended materials. The "Loose Parts Play toolkits" available on the Care Inspectorate Hub could provide some new ideas and suggestions.

Children's health and wellbeing was supported by a childminder who understood their role in promoting good infection prevention and control practices. The space utilised was clean and organised. Good hand hygiene was encouraged with children and the childminder washing their hands at appropriate times. The childminder was aware of exclusion periods for children when illnesses occurred. This reduced the potential risk of spreading infections and protected children's health.

The childminder was aware of their responsibility to keep children in their care safe. Risk assessments and environmental checklists were in place. The childminder should continue to review assessments to ensure they remain relevant and in line with current guidance. We highlighted the Care Inspectorate recent SIMOA campaign.

We sampled accident and incident records and found these were in line with current good practice guidance.

The childminder was aware of her responsibility to notify the Care Inspectorate of any serious accidents or incidents.

The childminder had valid insurances in place for their service, contributing to a safe environment for children. They were appropriately registered with the Information Commissioning Officer.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The childminder engaged well with the inspection process. They were open and responsive to our ideas and suggestions for development. This showed us the service had a good capacity for change.

The childminder had created a clear vision and aims for their service. They were motivated in their role to support their service to continue to improve. One parent told us "Our childminder is reliable with great communication, a family centred approach and provides varied educational and recreational activities for the kids".

The childminder engaged with parents to gather feedback and suggestions for improvement through face to face discussions, daily messages and written questionnaires. Children's achievements were shared with families regularly and discussed at personal plan reviews. All parents agreed that they were involved in their child's care, including developing and reviewing their child's personal plan.

The childminder had created an improvement plan with other local childminders linked to the quality frameworks for daycare of children, childminding and school-aged childcare. We asked the childminder to consider how the improvement plan linked directly to their service and create clear actions that will support their individual service to grow and develop. For example introducing and embedding a floorbook. The childminder should then share this plan with families to encourage them to be involved in the improvement plans for the service.

The childminder had developed a range of policies and procedures, these were shared with parents, so they knew what to expect from the service. We asked the childminder to update their child protection and complaints policy. This was rectified promptly by the childminder. The childminder should continue to review policies and procedures regularly to ensure they remain in line with current legislation and best practice guidance.

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. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The childminder was skilled and experienced. They placed children at the heart of their service. The childminder engaged with children in a warm, responsive and respectful manner which supported their self-esteem and confidence. They promoted positive behaviour by role modelling soft tones, kind words and friendly engagement. One parent told us "the childminder is always very professional and approachable".

The childminder was confident in their role and had engaged in various courses to further develop their knowledge and practice. For example: first aid, child protection, healthy eating in the early years and supporting children's emotional health. We would encourage the childminder to reflect on the impact of training on their practice, the environment or activities offered to ensure a high standard of care continues to be delivered to children and their families.

We encouraged the childminder to continue to engage in a variety of reading to support their professional development and positive outcomes for children in their care. We highlighted a variety of recent best practice documents circulated by the Care inspectorate such as space to grow and thrive, updated nappy changing guidance and me, my family and my childcare setting.

The childminder was aware of their responsibility in relation to safeguarding children in their care and had an appropriate policy in place. They had recently attended child protection refresher training to ensure their knowledge of policies and procedures were up to date.

The childminder had close links to other local childminders which supported a community of practice for sharing ideas, good practice suggestions and discuss documents relevant to their services. The childminder told us this enabled them to speak to other childminders to problem solve, plan joint activities and share training opportunities.

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

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