

Edgar, Jane Child Minding

Linlithgow

Type of inspection:
Unannounced

Completed on:
17 May 2024

Service provided by:
Jane Edgar

Service provider number:
SP2007964990

Service no:
CS2007150147

About the service

Jane Edgar operates a childminding service from their family home in Linlithgow, West Lothian. They are registered to provide care to a maximum of seven children at any one time. No more than six are under 12 years and of whom, no more than three are not yet attending primary school. No more than one child is under 12 months. Numbers include the childminders family.

Children have access to a Living room, dining area, conservatory, enclosed garden, and toilet facilities. The service is close to schools and nurseries, green spaces, and local amenities.

About the inspection

This was an unannounced inspection which took place on Wednesday 15 May 2024 between 09:00 and 11:30. Feedback was given on 17 May 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 three children using the service and received feedback electronically from four families.
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy, settled and having fun as they led their play.
- Children benefitted from daily opportunities to engage with nature, learning outdoors.
- Trusting attachments had been made between children and the childminder.
- Children had access to a wide selection of high-quality resources that promoted problem solving, creativity and imagination.
- The childminder promoted a child centred approach that ensured learning and experiences were related to children's interests.
- Children and families benefitted from the childminder's commitment to professional learning and development.
- Personal plans should be updated to reflect what is important to the child.

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?	4 - 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 quality indicator 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 experienced nurturing and kind interactions from the childminder who knew their individual needs and wishes. Positive, trusting attachments had been made that supported children to feel safe and secure in the childminder's care. Families told us "Jane is like an extension of our family. So invested in the wellbeing of all the children in her care, she provides an incredibly supportive and educational environment that our son loves and thrives in", "I trust my children are safe, happy and well looked after in her care." and "Jane is a truly incredible childminder." This meant that families had trust and confidence in the care and support the childminder offered.

Children's emotional wellbeing was supported by the childminder who was calm and reassuring in their approach. They recognised and engaged with children to support their understanding of feelings, offering strategies to regulate emotions.

Mealtimes were at a pace led by children. They told the childminder when they were ready to eat, and the childminder supported this routine. Children brought their packed lunches to the setting and enjoyed talking about what was in their lunch box. Mealtimes were relaxed, unhurried and sociable. The childminder sat with children, talking with them, and supporting healthy food habits. Children were encouraged to stay hydrated as fresh water was available in their individual drinking bottles. This meant children's health and wellbeing was supported.

Children had space to rest throughout the setting. There was a floor mat and sofas in the living room and conservatory. Children used these areas to relax. The childminder knew children's routines and was able to read their cues when they needed to sleep. This meant children had safe spaces to rest that ensured their wellbeing.

The childminder had completed registration information and all about me plans for children when they started in the service. They discussed what was important to children regularly with families but had not updated the information. We encouraged them to update children's plans to ensure information is current, relevant and gives clear actions on how the service is supporting the child (see area for improvement 1.)

Families were kept updated about the service and how their child had spent their day through daily chats and a closed online platform. Families told us "Communication is great", "We couldn't ask for more" and "I like the regular updates and photos of their time together and hearing about the various places they visit. He always has lots of fun." As a result, they felt included in their child's learning.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Quality indicator 1.3: Play and learning

Children were at the heart of the service. The childminder promoted children to lead their play. They were skilled at observing children and offered activities and experiences linked to children's interests. Children told us they liked "The toys, the cars, the house, and playing with my friends." This meant children were valued as individuals in their learning and were able to follow their interests. As a result, they were engaged in play for sustained periods.

Children were able to make independent choices from a wide selection of resources that promoted creativity, problem solving and investigation. Resources included a variety of authentic items such as an old telephone, type writer and scales. Rich opportunities ensured children developed literacy and numeracy skills through every day experiences and quality interactions.

Planning for play and learning was informal and a balance of spontaneous and intentional promotion. Children were consulted daily about what they would like to do. Evidence was documented in the floor book. This ensured children could re-visit learning and talk about the fun they had. Families told us "The range of activities and learning opportunities offered is outstanding. I can see my son's development progressing due to the thoughtfulness around the experiences provided." As a result children were supported to reach their full potential.

The childminder promoted learning outdoors. They valued the importance this had on children's wellbeing and the endless opportunities engaging with nature offers children. Children benefitted from trips to the park, beach, wooded area, feeding the ducks and other community resources. Children spoke about using coins to buy food for the ducks, throwing sticks in the water, building castles and visiting the park. Families told us "Being outdoors is a key part of the care provided. Whether it's bug hunting, visiting the farm or other local outdoor activities". This fostered strong connections with the community and an appreciation for nature.

The childminder recorded children's learning and development in quality observations and photos. These were shared with families and showed the skills children were learning. This ensured they experienced a breadth of rich and meaningful opportunities across the curriculum.

Areas for improvement

1. To promote positive outcomes for children, the provider should ensure s personal plans reflect what is important to the child. This should include, but is not limited to:

- (a) using personal plans as working documents to promote consistency and continuity of care.
- (b) updating plans with current information in line with the Care Inspectorate document, 'Guide for providers on personal planning: Early learning and childcare.'

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23).

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 setting that was homely, comfortably furnished and well maintained. Families told us "Jane provides a nurturing environment that my son is eager to go to in the morning." and "It's a home from home."

Children had access to the Living room, dining room, conservatory, and toilet facilities. They moved freely between areas as resources were organised, so they had space to play and explore. As well as resources that were available in the area, children were able to select others from a unit in the conservatory. This meant children were able to lead their play and make independent choices from a wide selection of high-quality materials.

Children were able to create, explore and engage in risk benefit play from a selection of loose parts in the garden. The childminder valued the importance of children developing an awareness of risk and how to manage this in everyday experiences. For example, when in the community, children were able to climb, build, learn about being safe around water and explore green spaces. As a result, they were developing important skills for life.

Children were encouraged to wash their hands before mealtimes. We could see this was part of their daily routine. We encouraged the childminder to ensure effective hand hygiene across other routines of the day to promote health and wellbeing.

The childminder had policies and risk assessments in place to support the delivery of the service. These had been reviewed regularly and reflected best practice guidance. This meant that children and families benefitted from a service that ensured children's safety and wellbeing.

How good is our leadership?

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 3.1: Quality assurance and improvements and led well

Children and families experienced a welcoming, inclusive ethos that provided high quality play and learning experiences. The childminder promoted their vision for a child centred experience that valued children as individuals. One family commented " I see the most positive growth and development in my son due to the part that Jane plays in his life."

The childminder valued the importance of children and families being involved in developing the service. Children were consulted regularly about outings and activities. Their suggestions were recorded in the floor book. The childminder recognised they would like to involve families more in developing the service and had included this as an area for improvement in their plan. We asked families what they thought could be better and all were happy with the service provided.

The childminder had begun to engage in a cycle of self-evaluation using the Care Inspectorate 'A quality framework for daycare of children, childminding, and school- aged childcare document (Care Inspectorate, 2022). This supported them to recognise what was going well and identify what they would do next. This meant that children and families benefitted from a service that was committed to improvements.

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

Children experienced compassionate and responsive care from the childminder who was attuned to their needs. This promoted a sense of safety and security for children. We could see the childminder had an enabling manner that supported children to thrive and flourish. Families commented "I always recommend Jane to other parents. She is an amazing childminder and offers an invaluable service." and "the love, care and enriching experiences my son receives with Jane is more than I could ever expect to receive." The childminder was skilled and committed to their role. They genuinely cared for children and enjoyed engaging in experiences to support children to reach their full potential.

Children and families benefitted from the childminder's commitment and dedication to continuous professional development. They were able to reflect on learning and used this to support positive outcomes for children. Training included child protection, understanding the importance of children having time to play, engaging with nature, and promoting numeracy development through everyday experiences. The childminder was also working towards the completion of the Early learning and Childcare degree. They were able to reflect on learning from this and discuss the positive impact this had on their service.

The childminder worked closely with other childminders in the area. They were able to support and connect with each other and reflect on guidance. This meant that children benefitted from opportunities to interact with peers, enjoy organised events and the positive impact of the childminders reflective discussions to improve practice and experiences.

Children experienced fun, high quality interactions and experiences from the childminder who put their rights, needs, and wishes at the heart of the service. They valued the importance of learning through high quality play. As a result, children had fun, were happy and supported to learn and develop at a pace that was right for them.

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	5 - Very Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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