

Mrs Angela D Watson Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
15 April 2024

Service provided by:

Service provider number:
SP2011982823

Service no:
CS2011300773

About the service

The childminder was registered with the Care Inspectorate on 12 January 2012. The childminder may provide a care service to 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.

The childminding service is located in Newton Mearns, East Renfrewshire. The service is close to local schools, parks and other amenities. The children are cared for in a living room, playroom, dining room, kitchen and bathroom. Children also have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on 10th of April 2024 between 9:10am and 12:10pm. 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 people using the service and one member of their family
- Gathered feedback from two 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 led 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 fully supported.
- Child could access the outdoors on regular basis which supported their health and wellbeing.

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

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| 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

Children were supported by the childminder who was warm, caring and nurturing in their interactions. Three children were present on the day of inspection and were settled and comfortable with the childminder. It was evident they had developed positive relationships with the childminder, who provided cuddles, praise, and comfort at appropriate times, this helped the children feel loved and secure in the setting. One parent told us the childminder "is very engaging" with their child.

Children experienced a sociable lunchtime with friends that was unhurried and relaxed. The childminder sat with the children to ensure their safety and enrich the social experience. Children were prompted to be independent during mealtimes. Children could be included in setting up or clear away the table and utensils to further develop their life skills.

Children were supported by a childminder who knew their personalities well, they were able to tell us about their individual needs and interests. The childminder had recently reviewed and amended their personal plan templates to support clearer next steps and strategies for each individual child. The childminder should continue to embed the new paperwork and record any achievements as children develop and grow in their care.

The childminder had a medication policy in place which highlighted the responsibility of the parents and the role of the childminder when receiving, storing, and administering medication within her service. The childminder had introduced a secure lock box to store medication on the premise. This was in line with current good practice guidance.

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) and changing mat available, if required. We asked the childminder to review her storage of PPE in the toilet space. This was rectified immediately by the childminder.

Children's individual sleep routines were supported by the childminder in agreement with families. The childminder was aware of safe sleep guidance and discussed this with families when completing personal plans.

1.3 Play and learning

Children were encouraged to make choices about their day, what they wanted to play with and where they would like to visit in the community. The pace of the day was relaxed and led by the children on the day of inspection.

Children's language development was supported by the childminder through appropriate conversations and role modelling.

Children also engaged in fun activities to support literacy and numeracy such as stories, singing, and counting games. Children also enjoyed regular trips to the local library for book bug sessions and storytelling. One child told us "I like the library."

The childminder used floor books to record the children's voices, pictures and descriptions of activities undertaken. On the day of inspection children were excited to look through the book and tell us about the children in the pictures, activities they had done and trips they had been on. This supported the children to have ownership of their play and learning in the setting.

Children accessed the local community on a weekly basis with trips to the park, gardens, libraries, and cafes. During the school holidays trips to the wider community such as beaches and museums were planned to expand children's play and learning. Opportunities to explore the outdoors developed children's connections with their community and sense of belonging.

Children's needs were supported by effective communication with families. The childminder understood the importance of engaging with families to ensure the care and activities they planned met the children's age, stage, and interests. The childminder completed a diary daily for children to share with their families about what they had engaged in, achieved, and ate that day. Families were also communicated with through face-to-face discussions, WhatsApp messages and telephone calls. One parent told us the childminder has "good communication".

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 environment 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.

The childminder had reviewed and renovated the playroom to meet the needs of the children currently attending. The playroom was calm and set out to enable children freedom to make choices on what they would like to play with and where they would like to play. A good range of toys were available, and they reflected the interests and stages of development for the children attending the service. As a result, children were engaged in play and having fun on the day of inspection.

Children could access an enclosed garden when the weather permitted. The childminder had toys and resources stored in containers that the children could access whenever they wanted too. Children also accessed the outdoors on a regular basis which encouraged them to feel included in their community. For example, Gruffalo walks in the local forest area.

Children's health and wellbeing was supported by a childminder who understood their role with infection prevention and control. The space utilised was clean and organised. 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 were in place for outings and accessing the community. The childminder should continue to review these regularly to ensure they remain relevant and in line with current guidance and legislation.

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.

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 was welcoming and engaged well with the inspection process, they were responsive to our suggestions for development. This showed us the service had capacity for change.

The childminder had created child centred values for the service and had embedded them into their daily practice. Children's views were actively sought by the childminder who valued their ideas and opinions on snacks, activities, and outings. This showed us children's rights were respected.

The childminder had created a clear vision and aims for their service. They were motivated in their role to support the service to continue to improve. They had created an improvement plan with other local childminders. 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.

The childminder engaged with parents to gather verbal feedback and used this to plan new activities and develop their service. We suggested introducing a more formal way of recording parent's feedback such as in the childminder's self-reflection book or formally every year when updating personal plans. This will ensure all families can be meaningfully involved in the services self-evaluation and improvement process.

The childminder had developed a range of policies and procedures, these were shared with parents, so they knew what to expect from the service. The childminder should continue to review these regularly to ensure they remain in line with current legislation and guidance, including up to date contact telephone numbers.

The childminder had valid public liability and car insurances in place for her service which supported a safe environment for the children.

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 compassionate, respectful, and responsive in their engagement with children. The childminder was confident in their role and had engaged in some online courses to further develop their practice. For example, First Aid and Infection prevention and control. We encouraged the childminder to continue with plans to engage in a variety of training to support positive outcomes for children in their care.

The childminder told us they engaged in personal reading when good practice notes were circulated, recent examples given were the updated nappy changing guidance and SIMOA keeping safe practice notes. However, we asked the childminder to develop a process to record any reading, reflections, and impact of learning on their practice and outcomes for children. This will support the childminder to continue to deliver a good quality of care to children and their families.

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. This supported the childminder to continue to develop her knowledge, skills and ensure positive outcomes for children in her care.

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

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| 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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