

Millar, Dawn Child Minding

Dundee

Type of inspection:
Unannounced

Completed on:
13 May 2024

Service provided by:

Service provider number:
SP2003909576

Service no:
CS2003015159

About the service

Dawn Millar currently provides a childminding service from their home in the Fintry area of Dundee. Local amenities, such as nurseries, schools, parks, woodland and shops are within comfortable walking distances. The childminder is registered to provide care to a maximum of six children at any time under the age of 16, of whom a maximum of six will be under 12 of whom no more than three are not yet attending primary school and of whom more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

About the inspection

This was an unannounced inspection which took place on Monday 13 May 2024 between 9am and 2:30pm. One inspector carried out the inspection. To prepare for the inspection we reviewed information about the 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:

- observed practice and daily life
- spoke with children using the service
- reviewed documents
- spoke with the childminder
- received 2 completed questionnaires.

Key messages

- Children experienced warm, kind and nurturing care, supporting them to feel comfortable and secure.
- The childminder communicated and engaged well with families.
- The childminder knew the children well and was responsive to their needs.
- Children experienced a welcoming, clean and homely environment. This supported them to feel valued and safe.
- The childminder should further develop their approach to quality assurance and improvement systems.

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?	5 - Very 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 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.

Children experienced warm, nurturing care and support from a kind and caring childminder. The childminder had developed positive relationships with children and their families and knew them well. A parent highlighted the relationships the childminder has with the children and how this helps them to thrive in terms of their education. Another parent shared that they have a trusting relationship with the childminder and they feel comfortable and confident leaving their children in the childminders care. As a result children were happy, comfortable and having fun, as their overall wellbeing was supported and their needs were being met.

All children had an individual personal plan and all about me forms completed when they started attending the service. This ensured the childminder knew the children prior to them starting at the service. Personal plans were not always maintained. Informal reviews took place and where changes were identified these were document. We identified that these reviews were inconsistent, which could result in information not being current or accurate. This could impact children's overall health and wellbeing. We discussed documenting with parents when these forms had been reviewed formally with dates and signatures. We sign posted the childminder to 'Guide for providers on personal planning - early learning and childcare' for further support (see area for improvement one).

Lunchtime was a relaxing and unhurried experience. Healthy meal options were on offer and the childminder shared that she encourages children to try new foods regularly. Opportunities to further develop independence skills, such as helping to prepare their own meal, were provided. This allowed children to build confidence while building life skills.

Nappy changing provided dignity and respect for children who required changing. Children are supported to further develop their independence skills through taking their own trousers and shoes off, then putting them back on again. We did discussed promoting handwashing for the children after they have their nappy changed. This would embed good hygiene practice with children.

There was no medication stored or administered on the day of inspection. Through records we could see that there had not been any medication given in the last year. We reviewed medication forms and the policy. We discussed with the childminder to ensure all important information is gathered prior to administering medication, such as time of last dose given. We signposted the childminder to 'Management of medication in daycare of children and childminding service' on the hub for support when reviewing documentation. This would ensure that children are kept safe if they require medication while they are with the childminder.

The childminder undertook regular child protection and safeguarding training through webinars. The childminder was confident in child protection procedures, who to contact and where to document information. The childminder had recently introduced individual chronologies for children. As a result children were kept safe from harm by a knowledgeable and confident childminder.

Quality indicator 1.3: Play and learning.

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder engaged with children in a sensitive, nurturing and respectful manner. Children were reassured and supported within their play and encouraged to make their own choices and follow their interests. Children were encouraged to share with each other and ask for help. This promoted friendships and problem solving skills. Children had access to a range of resources they could access themselves and transport between the conservatory and living space. Different areas were set up with resources to meet children's developmental stage. For example, the conservatory had resources for the children who attend after school care and enjoy crafts. This ensured children were engaged and challenged appropriately.

Outdoor play was limited due to the size of the garden available. Resources were taken out and set up when children used the garden space. Children had regular opportunities to explore their local community, for example parks, library and playgroups. The childminder shared that the children enjoy meeting people in the community. This provided opportunities for children to build relationships with other children and to feel part of their community through real life experiences.

Children's learning and interests were carefully monitored by the childminder, additional resources were added where appropriate. For example, another baby was provided so the children could extend their role play ideas. This supported children to follow their interests and learn through their play activities. Children's developmental stages were tracked and highlighted to parents. We discussed how to improve these experiences for children through identifying individual next steps. This would support the childminder to reflect on children's development and plan play that continues to appropriately challenge children.

Areas for improvement

1. To ensure children's information is accurate and relevant, the childminder should formally record reviews of children's personal plans, including dates and signatures. These should be kept up-to-date and reviewed every six months or before dependent on the needs of the child.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1:15)

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 people, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities.

Children were able to play and rest in a homely and welcoming environment. The living area provided space for the children to play games and move freely. Comfortable sofas provided a place for children to sit, read stories and relax. The conservatory provided a space for children to eat together and a space for arts and crafts. Children were encouraged to move freely throughout the home. This gave the children a sense of belonging.

The environment was well furnished, clean and provided plenty of natural light and ventilation. Cleaning procedures were in place to reduce the spread of infection. Disposable aprons and gloves were available for use in the event of dealing with bodily fluids, to help keep everyone safe and well. The childminder washed their hands regularly, however we discussed ways to reduce the spread of infection further, for example encouraging children to wash their hands at key times of the day rather than using alcohol free sanitiser. This would promote hygiene routines for children and embed this within their daily routines.

Children were able to play in a safe and secure environment. Risks had been assessed and possible hazards identified, with risk assessments in place to reduce these and minimise accidents. Additional risk assessments were in place for outings and play group visits. These were reviewed regularly or when changes were required. This meant children's activities were safe and they were supported to enjoy fun and challenging play experiences.

The childminder had developed a range of policies and procedures that underpinned the service, where children were kept safe. These were reviewed regularly and when changes were made, these were shared with parents. This ensured parents were informed of any changes and kept up to date with the care their children received.

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 improvement are led well.

Children and families felt included and respected by the childminder. Families told us that they felt welcomed into the childminders home. One parent shared "my child is always happy coming and going from Dawn's. Her standards of care are of the highest and I wouldn't consider any other alternative childcare." As a result children felt at ease in the service.

The childminder had vision, aims and objectives in place, these were shared with parents when their children first started. The childminder shared that she planned to review these soon, in consultation with children and parents that use the service presently. We would support this plan, to ensure there is a shared understanding of the service. Children and families would be consulted and feel involved in the care their children receive.

The childminder communicated and engaged well with families through the use of daily chats and WhatsApp messages. Parents were given regular updates about their child's development and learning through parents evenings. These parents evenings were flexible and the childminder would accommodate different times, such as weekends. This allowed parents the chance to meet and share information about their child.

Children's experiences were limited, for example the opportunity to explore the outside space daily, as a result of limited improvement within the service. The childminder had no formal quality assurance or improvement plan processes in place. The childminder shared improvements that had been made, however these are completed informally. We signposted the childminder to 'A quality framework for day care of children, childminding and school aged childcare'. This would support them in identifying next steps and bringing about positive change to outcomes for children and families. The childminder should now formally identify improvements and document self-evaluation reflections. This would support the childminder to reflect on what was working well within the service, what could be improved and the outcome of these improvements would achieve (see area for improvement one).

Areas for improvement

1. To support a culture of continuous improvement that impacts positively on outcomes for children, the childminder should implement effective quality assurance processes that help to identify and inform improvement.

This should include but is not limited to:

- developing self-evaluation processes
- developing an improvement plan
- actively seeking views from families and children
- reflecting on best practice guidance to inform practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'. (HSCS 4.19)

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 people, therefore we evaluated this key question as very good.

Quality indicator 4.1: Staff skills, knowledge and values.

The childminder was very experienced and professional. They had a very good understanding of children's developmental needs and their individual personalities. They were committed to ensuring positive outcomes for children and their families, for example recording significant discussions with families. This allowed the childminder to share their experiences and knowledge in child development. This ensured a consistent approach between the childminder and families when supporting children's individual needs.

The childminder supported children's wellbeing through respectful and compassionate interactions. The childminder had good relationships with the minded children, chatted and played in a kind and friendly manner. This approach supported children to feel valued and secure, with a sense of belonging.

Children and their families benefitted from a childminder who was committed to providing quality care. The childminder had gained further qualifications where they spoke positively about the knowledge they gained and how it improved their practice. The childminder had further developed their knowledge and skills through regular training webinars, including Child Protection and First Aid. As a result, children were kept safe and their outcomes were improved.

Children's outcomes were improved as the childminder used reflection logs after taking part in training. Reflection logs included, the training, duration, what was covered and how it improved practice and the service. The childminder was in the process of developing these further to include next steps to support individual children where required. This would ensure training identified is outcome focused.

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

1. The childminder should evidence her learning in a way which demonstrated how she had kept abreast of legislation and best practice. Learning logs should also demonstrate how the childminder has improved outcomes for children as a result of any new learning.

a. The childminder should evidence her training and reflect on her practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional organisation codes' (HSCS 3.14).

This area for improvement was made on 8 February 2019.

Action taken since then

The childminder has implemented a training log where she reflects on what she has learnt throughout the training and how she will use it in practice. The childminder is adapting these logs to clearly identify how this training has improved outcomes for children.

This area for improvement has been 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - 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?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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