

Julie's Childminding Child Minding

Falkirk

Type of inspection:
Unannounced

Completed on:
4 June 2024

Service provided by:
Julie Bell

Service provider number:
SP2022000191

Service no:
CS2022000283

About the service

Julie's Childminding operates a service from their family home in Falkirk. They are registered to provide care to a maximum of six children at any one time up to 16 years of age, of whom, no more than six are under 12 years, of whom, no more than three are not yet attending school and of whom, no more than one are under 12 months. Numbers include the childminders family. Children have access to a designated playroom, kitchen- diner, ground floor toilet facilities and an enclosed garden.

The service is close to schools and nurseries, parks, green spaces and other local amenities. It can be reached by transport links.

About the inspection

This was an unannounced inspection which took place on Tuesday 4 June 2024 between 10:00 and 12:45. 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 registration information, information submitted by the service and intelligence gathered.

In making our evaluations of the service we:

- observed two children using the service and received feedback from four families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children were settled, happy and having fun in the childminders care.
- Positive, trusting attachments had been formed that supported children's sense of security.
- Children's needs were being met as the childminder was attuned to their individual likes and preferences.
- Children and families benefitted from the childminder's commitment to ongoing professional learning.
- A designated playroom meant children were able to make independent choices from high quality resources.
- The childminder had a very good awareness of their responsibilities in ensuring a high-quality service.
- Children experienced daily opportunities to connect with nature to support their 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

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 experienced warm, caring, and nurturing approaches from the childminder who had a very good understanding of their individual needs and preferences. The systems they had in place were effective in recording what was important to each child. They worked closely with families to ensure children's routines were consistent with home. Children had a daily diary that was completed and shared with families. This ensured routines were supported and reflected families wishes. Families told us "My boys love going to Julie's. It is a home from home" and my child "loves going to Julie's, he always asks for her." As a result, children were happy and settled in the care of the childminder.

The mealtime routine was relaxed, calm and sociable. Children enjoyed a selection of food choices and were involved in menu planning. The childminder was aware of their individual likes and offered foods they enjoyed whilst being mindful of the importance of healthy choices. Children had space in the kitchen area to eat together at a table and chairs. This ensured a positive mealtime experience.

Children's wellbeing was supported through very good personal planning. The childminder was clear about their responsibility to ensure important information was reviewed and updated regularly with families. This meant the childminder knew what was important to children and was able to support their learning and development.

The childminder valued the importance of partnership working with families. They had systems in place to keep families informed regularly throughout the day using a social media page and messaging system. Families told us they liked receiving the updates. As a result, they felt involved in their child's play and learning as they were able to talk about the fun experiences.

The childminder had a system in place to support the safe administration and review of medication. At the time of our visit, no children required medication. However, we were confident children's healthcare needs would be met if medication was required.

Quality indicator 1.3: Play and learning

Children were leading their play and interests. They were able to make independent choices from a very good selection of toys, open ended resources and high-quality books and materials. Resources were organised in the playroom that promoted independence. The childminder was responsive to children's requests. For example, when they indicated they wanted to play outside. This meant children were listened to and their rights respected.

Children enjoyed playing with small world resources, completing jigsaws, planting activities and creating their ideas with craft materials. Children showed us the sunflowers they had planted and were watching them grow. The childminder was attuned to their likes and ensured there were rich and engaging activities. As a result, children experienced varied and fun play and learning opportunities.

Planning for children's experiences were a balance of responding to their interest's and organised activities. Experiences ensured children benefited from real life learning and connection with their community. They visited different green spaces regularly, enjoyed soft play, local attractions and toddler groups. Floor books were used to document children's play and learning. They enjoyed looking through these and sharing them with families. Families commented "They love playing in the garden, the Lego and activities. They are happy and content." And "Julie caters to the boys interested. They are happy and stimulated." This meant children had high quality experiences that ensured they were developing skills for life through rich and meaningful activities.

Children experienced kind and supportive interactions from the childminder who valued the importance they had in ensuring play and learning was rich, high quality and meaningful. They listened to children, used effective questioning to promote thinking and talking about their play and learning. This promoted literacy and numeracy development through quality interactions and experiences. As a result, children were developing important skills for life through quality engagement.

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 benefitted from a childminder who had a dedicated space in the family home for children's play and learning. Children had access to a playroom, ground floor toilet facilities, enclosed garden, and large kitchen-diner. One family commented my child "loves the relaxing atmosphere and fun play at Julie's. This gave a strong message that children mattered.

The setting was furnished to a very high standard, well maintained, and benefitted from natural light and ventilation. The childminder carried out daily checks of the environments to ensure spaces were free from risks. They had detailed policies in place to support the delivery of the service. These were regularly reviewed to ensure they reflected guidance and shared with families. This meant families were familiar with the service.

The childminder had an effective system in place to ensure children's safety and wellbeing was not compromised. They had detailed risk assessments that were reviewed regularly. Children were involved in learning about risk and how to manage this. For example, they had created a pictorial risk check for the garden and children were supported to use this. The childminder involved the younger children in this activity. This meant children were included in risk assessing and had safe spaces to play and explore.

Infection, prevention, and control practice was embedded in everyday routines. The childminder had a very good understanding of best practice guidance. They had completed relevant training that promoted children's health and safety through high quality facilities. Children washed their hands at key times and surfaces were clean. The childminder provided each child with their own hand towel to ensure any risk of cross contamination was minimised. Resources and areas were cleaned regularly. As a result, children played in a safe and well-maintained environment.

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 improvements are led well

Children and families experienced a warm and welcoming ethos. Families told us the childminder was very welcoming. The childminder promoted their vision and aim for their service through providing a secure and comfortable environment that supported children to develop skills for life. Children and families benefitted from a committed and enthusiastic childminder who was kind and caring and valued every child as an individual. This meant children were supported to thrive and flourish.

The childminder was committed to improving the service. It was important to them to gather the views of children and families to ensure they were happy with the care, play and learning. They did this regularly through questionnaires, daily chats and mind mapping children's suggestions. This meant that they valued the important part all stakeholders played in improving the service.

The childminder had an improvement plan in place. They created this from their reflections on the service, feedback from families and use of a self-evaluation cycle. Their improvement plan focussed on partnerships with families, training and development, mealtime experience and personal planning. As a result, we could see the impact the developments had on supporting positive outcomes for children.

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 & values

Children and families experienced warm, kind, and compassionate care from the childminder who was responsive and attuned to their needs. Positive attachments had been made and it was evident that the childminder genuinely loved and cared for the children. Families commented "Julie is lovely and very professional. She has a caring and nurturing approach and is always very calm and approachable.", "my child looks forward to seeing Julie and asks for her on a daily basis" and "Julie provides great care and attention to the boys. They feel happy and secure within her home and are treated like part of the family. I trust her fully with my boys." As a result, families had trust in the care and support their child received and children felt safe and secure in the childminders care.

The childminder had some supportive networks with other professionals in the area. They were registered with the Scottish Childminding Association (SCMA) and made effective use of these connections to ensure they had relevant guidance, felt informed and were able to make changes in line with best practice. As a result, children received care and support from a childminder who was dedicated to their role and had an enabling attitude that promoted children to have fun as they played.

The childminder was committed to engaging with ongoing training and professional reading. They had completed a higher national qualification and spoke positively about the impact the training had on supporting them in their role. They continued their training through online courses that included first aid, advanced child protection, parental involvement and Science, technology, engineering and maths (STEM). This meant children and families experienced care and support from a childminder who valued the importance engaging in professional learning had on skills and experience. As a result, children and families experienced high quality care and support from a childminder who was dedicated and passionate about their role in ensuring children thrived and flourished in their 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

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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