

Janet's Childminding Child Minding

Livingston

Type of inspection:
Unannounced

Completed on:
20 May 2024

Service provided by:

Service provider number:
SP2015986787

Service no:
CS2015336270

About the service

Janet's Childminding is registered to provide a service to a maximum of six children under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of the childminder's family.

The service is provided from the childminder's home in a residential area in Livingston. Children have access to the lounge, kitchen/dining space and direct access to a secured garden. Children have access to toilet facilities downstairs. The service is near local schools, shops and public transport routes.

About the inspection

This was an unannounced inspection which took place on 16 May 2024 from 10:15 until 12:15. 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 the childminder and children present.
- Reviewed documents in the service.
- Observed practice, daily routines, and children's experiences.
- Reviewed feedback from parents.

Key messages

- Children experienced warm and nurturing care which supported them to feel safe and secure.
- Children were well supported to achieve and develop through play and learning experiences.
- Children benefited from a variety of outdoor play experiences which supported their emotional and physical wellbeing.
- The childminder demonstrated a positive commitment to improving their service and regularly sought the views of the children and families.
- The childminder had engaged with a variety of training opportunities, helping to keep abreast of guidance and best practice.

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

Quality Indicator 1.1: Nurturing care and support

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

Children were happy, relaxed and confident in the care of the childminder. They experienced warm and nurturing care which supported them to feel safe and secure. The childminder had formed strong connections with the children, and this supported their emotional wellbeing. Parents told us the childminder "Goes over and above, and is an asset to our lives".

Families were warmly welcomed by the childminder, and had plenty of opportunities for meaningful conversations, to support their child's needs. Strong relationships had been built with the childminder's own family, which was a key strength of the service. Children were included and treated as part of the family within a home from home environment, where children felt emotionally secure. A gradual and flexible approach was taken for children settling into the service. The childminder spoke of the benefits of knowing children and families well to support the process. Parents told us "She loves kids and treats them as her own".

Children's overall, wellbeing was well supported through the childminder's knowledge and understanding of the children. The childminder spoke confidently about individual children's needs and strategies they used to support them. For example, when encouraging children's language development through stories and songs, and potty training, in partnership with parents. Personal plans were in place which detailed children's likes, dislikes, needs and wishes. These were completed with parents and supported the childminder to provide individualised care. The childminder communicated with parents using a variety of methods, such as using WhatsApp and through daily conversation at drop off and pick up times. Parents told us "The daily diary and WhatsApp, tells me what (child) has been doing through the day," and the childminder "went over personal plan, areas for development and targets to work on".

Children experienced a relaxed and sociable mealtime. As children had been playing outside the childminder offered snack outdoors which was provided by parents. The childminder offered additional healthy option snacks and children arriving from school had the choice of fruit and making their own toast. Younger children were supported to make toast and enjoyed using shape cutters as part of the activity. This supported children to be independent, increase their confidence, and build fine motor skills.

Quality Indicator 1.3: Play and learning

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

Children had fun playing and exploring toys and resources which supported their choices and wishes.

These included cars, trucks, puzzles and dolls. The childminder followed their lead, helping them extend their play with positive interactions, and encouraging and praising their achievements.

Children's Individual scrap books held photographs which captured children's experiences and showed a range of activities they were involved in. The childminder was at an early stage of observations, to support and extend their choices and interests. We discussed ways for the childminder to record children's progress. This would further develop and effectively support and challenge children's play and learning.

Children's literacy and numeracy development was supported through a variety of experiences. These included songs, games, and imaginative play. The childminder engaged with children during their play and children responded positively.

The childminder promoted outdoor play and learning on a daily basis. Going to local parks and the local woods meant they benefitted from exploring the natural environment and children enjoyed taking the childminders family dog walking with them. This contributed to children having opportunities to be active and lead a healthy lifestyle. Local playgroups provided further learning opportunities and helped strengthen children's connections and social development.

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 welcoming, and homely environment. The childminder's home was warm and well maintained with plenty of natural light and ventilation. There was space for children to play, rest and explore, and spaces for children's shoes and jackets helped promote a sense of belonging.

Children's health and wellbeing was promoted through good infection prevention and control measures to ensure a safe and hygienic environment. Children were encouraged to develop self-care skills and follow good hand washing procedures. During personal care routines, the childminder used appropriate personal protective clothing to further prevent the spread of infection. We observed good cleaning practices and toys were well maintained. This meant that children were cared for in a pleasant and clean environment.

Children were able to direct their own play and activities, choosing and freely accessing age appropriate and interesting resources to support their learning. The range of activities were within a designated play area in the kitchen/dining area, for example, a dolls house, construction toys, cars and craft materials. The childminder recognised that further open ended and natural resources could be added. These would provide further opportunities to extend children's learning and develop curiosity, enquiry and problem solving skills.

The enclosed back garden was accessed directly from the kitchen. Children could transport resources freely between the indoors and outdoors which offered further opportunities to extend their learning and creativity.

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 are led well

The childminder had a friendly and welcoming approach with children and families. This supported the development of trusting relationships. The childminder spoke daily with parents, and photographs and messages were shared regularly through social media. This helped parents be involved in their child's experiences. Parents told us the childminder "Is amazing".

Policies and procedures were in place which underpinned the service. These were shared with families and reviewed regularly. We suggested some small amendments to several of them to reflect current best practice.

The childminder gathered parents views through feedback questionnaires and lots of informal chats. Parents confirmed that communication was good, and that the childminder sought their views and wishes. Parents who shared their views were very happy with the service provided by the childminder and shared with us, "Communication is good and I get photos and a daily diary every day".

The childminder was motivated about their role and we discussed the development of an improvement plan. This would identify gaps in children's experiences, to promote sustainable and continuous improvement of the service and would help influence and lead positive changes for children. 'A quality framework for daycare of children, childminding and school-aged childcare' (Care Inspectorate, 2022) would support the childminder in their improvement journey.

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 benefitted from the childminder's warm and responsive approach and we saw positive interactions which helped children to feel valued and included. Positive relationships had been built with families which supported strong relationships.

The childminder had completed a variety of training opportunities to help keep abreast of best practice, and increase their knowledge and skills. These included child protection, outdoor play and creating meaningful experiences. The childminder has also researched online sites to access areas of interests including 'tips on toddlers and twos'. This showed their commitment to providing a quality service which was based on relevant guidance and best practice.

The childminder linked with other local childminders, which helped promote professional discussion of new guidance, challenges and practice sharing. This encouraged them to reflect on their service and supported them to identify areas for development. The childminder was a member of the Scottish Childminding Association (SCMA) and regularly accessed their website and the Care Inspectorate Hub, to keep abreast of current guidance.

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

We recommend the childminder ensures all information regarding minded children and their care needs is reviewed at least once every six months. This will help to ensure that an appropriate personal plan is in place and remains up to date. This is to ensure the childminder meets current legislation and care and support remains relevant to children's individual needs.

This area for improvement was made on 13 June 2016.

Action taken since then

The childminder regularly reviews personal plans with parents in line with legislation to ensure children's individual needs are 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	5 - Very Good
1.3 Play and learning	4 - 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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