

Jodie's Childminding Service

Child Minding

Dumfries

Type of inspection:
Unannounced

Completed on:
17 May 2024

Service provided by:
Jodie Broadfoot

Service provider number:
SP2023000036

Service no:
CS2023000045

About the service

Jodie's Childminding Service is registered to provide a care service for up to 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 primary school and;
- of whom no more than one is under 12 months.

Numbers include the children of the childminder's family/household.

The service is provided from a semi-detached home in a residential area of Dumfries. The service is close to public transport links, local amenities and parks. Children are cared for in the living room, kitchen with adjoining conservatory. Outdoors, children have access to an enclosed garden and playroom within a garage conversion.

About the inspection

This was an unannounced inspection which took place on 14 May 2024 between 12:30 and 15:00. 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 children using the service and received electronic questionnaires from four of their families
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents.

Key messages

- Children experienced warm and nurturing care.
- Children were having fun and engaged in play experiences.
- Children were happy and settled in an environment that was warm, bright and homely.
- The childminder had a positive outlook on change and improvement. They were keen to provide a quality service was children and families.
- The childminder promoted genuine partnerships with families.

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?	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?

4 - Good

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

1.1 Nurturing care and support

Children experienced warm and nurturing care. We observed kind and caring interactions and children approached the childminder confidently for comfort and cuddles. As a result, children were happy and settled in the childminder's home. The childminder knew children well, and had formed positive relationships with families, one parent told us, "Jodie looks after my child as if they are their family and that's all I can ask of her," and described the childminder as, "caring, nurturing and always puts the children's needs first." This meant that children had formed secure attachments.

Children experienced a relaxed, unhurried lunchtime where independence was promoted. Children were encouraged to use their cutlery with the childminder offering help when required. The childminder engaged in pleasant conversations throughout lunch and offered praise when children tried new foods. This created a positive and sociable mealtime experience.

Interactions during personal care were caring and considerate. Children were asked if they would like to be changed, this was done out of sight of other children. As a result children's privacy and dignity were respected. The childminder wore gloves but did not wear an apron. We advised the childminder that aprons were required when dealing with bodily fluids. This would help prevent the spread of infection and keep children safe.

Sleep routines and opportunities to relax were responsive to children's needs. The childminder recognised children's individual sleep cues. Children were comforted while they rested on the couch to fall asleep. As a result children felt soothed and secure. We advised the childminder to consider where young children slept to ensure that it is safe and can be easily cleaned. This would ensure that children are safe and comfortable as they sleep.

Children's care and support was well planned through flexible settling in sessions and detailed information sharing with families. One parent told us, "Jodie asks regularly if my child's needs have changed," another parent stated that they, "Feel comfortable and confident in leaving my child with Jodie. If I have any issues or queries I never feel that I can't message Jodie." This supported children's well-being and the development of strong attachments. All children had a personal plan that clearly detailed their needs and preferences. We discussed developing children's personal plans to include next steps and children's progress. These should be agreed collaboratively with children and families and reviewed every six months or more often if required. This would support children to reach their full potential.

1.3 Play and learning

Children were supported to make choices and lead their own play. We observed children independently accessing resources suited to their interests and stage of development. One parent told us their child enjoys, "Lots of different activities," such as, "making play dough, role play, painting, baking and water play." During our visit, children were engaged in imaginative role play with a play kitchen, exploring sensory toys, threading beads and digging in a sandpit. As a result, children were happy and having fun, whilst developing

their fine and gross motor skills.

Children benefitted from opportunities to develop their literacy skills. Children selected books and cuddled with the childminder as they read stories. The childminder also sang songs with the children, and played nursery rhymes. This supported children to develop their language and communication through play. We discussed using children's 'next steps' once implemented, to further support children's learning and development. This would help the childminder to provide a balance of spontaneous and purposeful play experiences, monitor children's progress and support children to reach their full potential.

The childminder updated parents with information and photographs regularly through a closed 'Facebook' group and face-to-face discussions. One parent told us, "Jodie is warm and welcoming and always shares information at pick up and drop off. She does lots of activities with my child." Another stated, "Jodie sends photos and updates regularly throughout the day. She sends forms to update likes/dislikes regularly." As a result, parent's felt valued and included in their children's play and learning experiences.

Children had regular opportunities to play and learn in the community. On the day of our visit children had been to a local toddler group. Parents told us children are, "Always doing some activity, whether it be out at parks, library, soft play or messy play." As a result, children were meaningfully supported to develop connections with their own and the wider community.

How good is our setting?

4 - Good

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

2.2 Children experience high quality facilities

Children were cared for in an environment that was warm, bright and homely. Children benefited from access to a spacious living room, kitchen/diner with adjoining conservatory and downstairs bathroom. These were clean and well-maintained. Some areas were slightly cluttered, the childminder cleared these areas as children played. We suggested ensuring that all play spaces were clutter free in advance, this would prevent interruptions in children's play. It was clear to us that children felt at ease in the childminders home. This told us children were happy and settled.

Children could independently access resources suited to their interests and stages of development. This supported them to engage in self-directed play. We suggested incorporating more open ended resources and loose parts materials, these are materials with no specific purpose that can be used in multiple ways. This would provide more opportunities for children to develop their creativity, curiosity and problem solving skills.

Children health and wellbeing benefited from regular access to outdoors. We observed the childminder picking up on children's cues and facilitating outdoor play in a fully enclosed back garden. This helped to keep children safe and promoted active play. Children showed us sunflowers they had planted and pots they had decorated. This provided children with a sense of ownership of their environment. Children's needs had been considered when planning the outdoor environment. The childminder had converted an outdoor garage into a warm and welcoming playroom to provide a sheltered area when children were playing in the garden. Photographs of the children and their artwork was displayed on the wall, celebrating children's achievements. As a result children felt included and that they mattered.

The childminder had a good understanding of their responsibility to keep children safe. We observed the childminder responsively assessing risk, for example, they ensured food was served at the correct temperature, and supervised younger children closely without limiting their play experiences. This supported children to assess their own limits in a safe environment. We asked the childminder to develop and personalise their written risk assessments to ensure consideration had been given to all aspects of their service. In particular - outings, and older children with parental permission walking home from school unaccompanied.

How good is our leadership?

4 - Good

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

3.1 Quality assurance and improvement are led well

The childminder engaged well with the inspection process and had a positive outlook on improvement. It was clear during our visit that the childminder was keen to provide a high quality service for children and families. One parent told us, "I couldn't be happier with Jodie's childminding service and our child is thriving thanks to Jodie's hard work and dedication."

The childminder had asked families for feedback via questionnaires. One parent told us, "Jodie gave us a questionnaire to fill in about six months ago and everything I had suggested has been implemented." We could also see that the childminder had given consideration to planning more day trips in response to feedback from families. As a result, families were included in service development and felt listened to. We advised the childminder to consider ways to seek and include children's feedback in their service development processes. This would ensure that children's voices are also at the centre of improvement planning.

We discussed the benefits of using best practice guidance, and frameworks such as the Care Inspectorate, 'A quality framework for day care of children, childminding and school-aged childcare,' to identify strengths and areas of development in addition to children and families' views. This would help the childminder to develop a robust self-evaluation process and embed a cycle of continuous improvement, promoting positive outcomes for children and families.

How good is our staff team?

4 - Good

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

4.1 Staff skills, knowledge and values

Children experienced kind and compassionate care. This ensured that they felt valued and loved. The childminder understood the importance of genuine partnerships with parents and being responsive to children's needs and preferences. As a result, children had formed strong attachments and felt secure.

The childminder was newly registered and keen to provide a quality care service for children and families. The childminder had previous early learning and childcare experience and it was evident through our discussions that the childminder had a good knowledge of early years best practice. As a result, the childminder was confident in their ability to meet children's needs.

The childminder had a positive attitude towards developing their skills and knowledge. They had completed additional training since registering as a childminder, such as child protection, paediatric first aid, food hygiene and an introduction to childminding course. They demonstrated a clear understanding of their role and responsibilities during our inspection. As a result, children were safe and protected from harm.

The childminder did not have any plans for the further development of their knowledge and skills. We discussed the benefits of reflecting on their practice and using self-evaluation to identify beneficial training and development opportunities. This would support the childminder to embed a cycle of continuous professional development to promote positive outcomes for children and families.

The childminder used the Scottish Childminding Association and Care Inspectorate provider emails to keep up to date with changes in best practice. We suggested accessing the Care Inspectorate Hub for further guidance and support in relation to self-evaluation to support continuous professional development. Through our discussions it was clear that the childminder was motivated and passionate about providing a quality childminding service for children and families.

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?	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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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