

Whigstreet Wanderers Child Minding

Forfar

Type of inspection:
Announced (short notice)

Completed on:
22 May 2024

Service provided by:
Dawn Van-Velp Fernand

Service provider number:
SP2023000027

Service no:
CS2023000035

About the service

Whigstreet Wanderers is a childminding service provided by Dawn Fernand. The service is provided from the childminder's home in the village of Kirkbuddo.

The service is registered to provide care for a maximum of 6 children at any one time up to 16 years of age, of whom no more than 3 are not yet attending primary school and no more than 1 is under 12 months. Numbers include the children of the childminder's family. Only persons named on the registration certificate can provide care and no overnight care will be provided.

The service is within close driving distance to local schools and the town of Forfar. Woodland walks, farms and other local amenities are close by. The children are cared for in the living room, kitchen/dining room and have access to a downstairs toilet and a secure back garden.

About the inspection

This was a short announced inspection which took place on 22 May 2024, between 14:00 and 18:00. 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 information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- observed the children at play and their interactions with the childminder;
- spoke with the childminder;
- observed practice and daily routines;
- received feedback from two families;
- reviewed documents.

Key messages

- Positive relationships had been developed between the childminder and children, and their families.
- Children were happy, relaxed and confident in the childminder's care.
- A strong emphasis was placed on supporting children's ideas and interests.
- Effective communication supported families to be involved in their child's care.
- The childminder should continue to develop the self-evaluation of their service, identifying areas for development and improvement.
- The childminder should continue to identify and meet their training needs to extend their knowledge and enhance outcomes for children.

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 and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children experienced care that was nurturing and the childminder's interactions were caring and compassionate. Children were happy and relaxed. One child we spoke to shared, "I like coming to Dawn's. I can do things I like and we have fun". Children played together, with opportunities to build friendships or have time alone if they wished. Positive relationships had been established with children and their families. The childminder spoke confidently about the children that they cared for and knew them well as individuals. As a result, children were provided with care that was sensitive and respectful to their needs.

All children had a personal plan in place that supported the childminder to gather information to support their needs. These were developed in partnership with families, which helped provide consistency and a continuity of care. Parents told us that they felt the childminder communicated well. This enabled them to regularly discuss their child's needs and to share any necessary changes to their child's care and support. However, this information was not always formally recorded within children's personal plans, resulting in some information being out of date and inaccurate. We suggested the childminder could improve plans by considering the wellbeing indicators throughout these, 'SHANARRI' (safe, healthy, achieving, nurtured, active, respected, responsible and included). It would be beneficial for the childminder to use the 'Guide for providers on personal planning, Early Learning and Childcare' guidance, to support develop effective personal planning.

Mealtimes were a strength of the service. They were relaxed and children ate together, promoting a positive social experience. Children's independence and self-help skills were enhanced through opportunities to prepare the meals they ate, set the table and clear away when finished. On the day of inspection children helped to make soup for their evening meal. The childminder recognised the benefits of allowing children to have ownership of their mealtime routines and included them in developing menu choices. One of the children shared with us their thoughts on mealtimes. " I love that we can choose what to eat. We help to make our tea and get the chance to use different ingredients. I enjoy cooking and it's good that we don't just eat things, we can make them too". Children's allergies and food preferences were managed well, ensuring they enjoyed the food they ate and they were kept safe.

The childminder had appropriate policies and procedures in place to safely administer, record and share information regarding medication.

Quality indicator 1.3: Play and learning

Children's learning and development was supported through a balance of planned and spontaneous activities. The childminder was responsive in their approach to offering play and learning based on children's needs and interests. Children were actively involved in leading their experiences and were able to choose how they spent their time. The childminder was knowledgeable about children's individual interests and how to support these, adapting activities to suit their different needs. This approach promoted play that was fun, meaningful and interesting.

We could see that children's ideas were supported well by the childminder, allowing them to influence their day. On the day of inspection children were keen to do art activities and were able to independently access

the resources to carry out their chosen activity. Children confidently gathered paint, brushes, paper and writing tools, and were highly engaged in their play for a sustained time. One parent shared, "It's great that my children can choose how they spend their time at Dawn's. They love coming because the activities are always based on their ideas and choices".

Individual learning journals were used to record children's learning. These contained photographs of children's experiences and observations of play. Observations identified some next steps in children's learning, which supported the childminder to plan activities. As a result, play opportunities were enhanced and children were helped to make progress in their learning. Children could access their journals and their comments were included. This allowed them to revisit and reflect upon their experiences. The childminder used a messenger service to share photographs of children's experiences and their individual achievements regularly with families. This supported children to feel valued and families to be included in their child's day.

The childminder's interactions were consistently warm and positive. Quality questions supported children's engagement in their play and provided appropriate challenge, supporting them to extend their ideas and learning. The childminder's calm approach meant that routines were relaxed and children could explore play experiences at their own pace.

Good use was made of the local community to extend children's experiences. Children had regular opportunities to go on walks, visit parks and woodland areas. This encouraged the children to be active and contributed positively to their health and wellbeing.

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 were cared for in an environment that was bright, clean and homely. Children could choose where they spent their time in the childminder's home, and moved around the home confidently and were at ease. This highlighted that they felt relaxed and safe. The main areas used for providing care were the living room and kitchen, which provided ample space for children to play and relax. Soft furnishings supported children to rest comfortably should they choose to.

There was a good range of quality toys and resources available which reflected children's interests and their stages of development. The childminder was aware of children's individual preferences and resources had been carefully selected for them to choose from, supporting their progress and development. Resources were accessible, promoting children's independence and enabling them to lead their experiences. The childminder had a range of open-ended resources available to ensure children's curiosity, exploration and imagination were stimulated.

Infection prevention and control measures were in place to minimise the risk of infection spread and keep children healthy and safe. Children were encouraged to wash their hands at key times of the day and food preparation and areas used for mealtimes were cleaned effectively.

The childminder understood the importance of outdoor play opportunities. Children had regular access to a secure garden and took part in outings. Children told us they often played outdoors and enjoyed participating in physical activities, including ball games. This supported children to be healthy and active.

Risk assessments were in place for indoor, outdoor and outings in the community. Risk assessments allowed the childminder to identify hazards within children's play spaces and put in place measures to keep children safe. For example, the childminder had extended the height of the garden fence as they had identified that there was a risk that children may climb over. They had also introduced hi-vis vests to allow children to be more visible during walks out with the setting. Assessments were updated regularly to ensure they reflected any changes to support children's safety. Accidents and incidents were dealt with appropriately. Forms were completed fully then shared with families.

Children's personal details were stored and managed safely in line with general data protection requirements and supported maintaining the privacy of families.

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

The childminder's aims and vision for the service was to provide a happy and welcoming environment which promoted a positive atmosphere for children to play and learn. This ethos was evident throughout the inspection.

The childminder had developed relevant policies that supported the running of the service. We identified that some policies could be further developed and suggested further policies that could be included, for example, a missing child policy and a safe sleep policy. It would be beneficial for the childminder to access resources available on the Care Inspectorate Hub to support with this. Regularly accessing resources and best practice documents would enable children to receive care from a service committed to continuous improvement.

The childminder reflected on practice in an informal way to improve the experiences for children. They used observations of play and children's interests to make changes and develop the service. The childminder could introduce more formal ways to evaluate the service. We discussed becoming familiar with, 'A quality framework for daycare of children, childminding and school aged childcare'. This would help to assess the service and identify areas for development. The bitesize information on the Care Inspectorate Hub about quality assurance may also be useful. This would promote continuous improvement within the service, which would further ensure positive outcomes for children.

The views of families were highly valued by the childminder and sought through regular conversations. This enabled families to influence the care and experiences their child received. The childminder shared how this feedback supported them to reflect on their practice and if the service was meeting children and families' current needs. The feedback we received from parents highlighted that they strongly agreed that they were involved in a meaningful way to help develop the setting and their ideas welcomed.

Children were listened to and involved in the day to day running of the service. This included being consulted on the planning of activities. This resulted in them having ownership of their experiences and highlighted that the childminder valued their views.

How good is our staff team?

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 4.1 Staff skills, knowledge and values

The childminder's approach was consistently warm, compassionate and respectful. Throughout our visit, we saw that children's needs and wishes were met in a naturally responsive and nurturing way. It was clear that strong attachments with children and their families had been formed. This helped children feel secure, safe and happy. There were good opportunities to ensure parents were included and involved in what their children were doing when attending the service. As a result of positive relationships and good support of families, an inclusive and welcoming care setting was promoted.

As a qualified practitioner, the childminder was experienced and used their skills to provide quality experiences for children. They understood children's interests and worked together with children and their families to offer age and stage appropriate activities. This meant that children were supported by a knowledgeable childminder and ensured they had fun and enjoyed attending the service.

The childminder had undertaken first aid training and so was prepared to respond to any emergencies which could occur. They had registered their business with Food Standards and had undergone food hygiene training, which ensured food practices were in line with current guidance. Whilst the childminder had some knowledge in how to safeguard children, they had not refreshed their training in child protection. As a result, there were some gaps in their knowledge. The childminder should undertake training as a priority to ensure they have the skills to support protect children from harm. This would also further enhance the childminder's confidence in effectively managing child protection concerns. **(See area for improvement 1).**

Whilst some core training had been completed, the childminder should continue to access training and professional reading to support their development. We discussed regularly using the Care Inspectorate Hub to access and become familiar with current best practice guidance. It would be beneficial to keep a training record detailing their professional development. This would support the childminder to identify further training opportunities and allow them to reflect upon their practice and outcomes for children.

Areas for improvement

1. To ensure they have the skills and knowledge to effectively safeguard children the childminder should access suitable child protection training as a priority.

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

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

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 |

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.