

Countryside Kids Childminding Child Minding

Jedburgh

Type of inspection:
Unannounced

Completed on:
27 June 2024

Service provided by:
Leigh Grieve

Service provider number:
SP2022000181

Service no:
CS2022000270

About the service

Leigh Grieve, trading as Countryside Kids is registered to provide a care service to a maximum of six children at any one time under the age of 12 years, of whom a maximum of three are not yet attending primary school, and of whom no more than one is under 12 months.

The service is located in a countryside location not far from the town of Jedburgh in the Scottish Borders. Children have access to a playroom, large outdoor spaces and downstairs toilet facilities.

The service benefits from open views of countryside and farmland. Very good use was made of the community in Jedburgh and surrounding area.

About the inspection

This was an unannounced inspection which took place on Thursday, 27 June 2024 between the hours of 12:15 and 14:15. 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 registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- Spoke with two children using the service and we received written feedback from three families.
- Spoke with the childminder.
- Observed practice and daily routines.
- Reviewed documents.

Key messages

- Children experienced warm, nurturing care from a responsive childminder which helped them feel happy, secure and safe.
- Children led their play and learning experiences, which encouraged their right to choice and independence.
- Effective communication with parents and carers ensured that children's needs were fully supported.
- Children could access the outdoors on a regular basis which supported their health and 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/people, 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. One parent told us "Leigh is very transparent. She fills in a detailed diary daily, in addition to a lovely handover, plus photos sent every evening. She really gives each child individual attention, tailored to their temperament and needs". As a result, children were receiving the care they needed.

The mealtime and snack routines were relaxed, calm and sociable. 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 playroom to eat together at a table and this ensured a positive mealtime experience.

Children's wellbeing was supported through 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. One parent told us there was "Very good communication which means we feel our childminder knows our child very well. Keep updated with what's going on days they are not there so any updates in child's life childminder is involved and aware". 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 and promoted independence. The childminder was responsive to children's requests. For example, children wanted to play outdoors after lunch.

Children enjoyed playing with small world resources, and construction materials. The childminder was attuned to their likes and ensured there were rich and engaging activities. Displays had been set up and included a zoo, complete with animals, habitats and books. 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 and nature. They visited different green spaces regularly, enjoyed local attractions and socialising with other

children from childminders who joined them on outings. The childminder used floor books to record the children's voices, pictures and descriptions of activities undertaken. Children were able to look at the pictures, activities they had done and trips they had been on. This supported the children to have ownership of their play and learning in the setting. Families commented "Lots of different activities ranging from outdoor to indoor, also lots of excursions out Lots of learning opportunities and resources "and "Leigh provides freedom to explore as well as structured activities which keep my child's interest. He is always so proud of his art creations and has clearly enjoyed every minute, he quite often doesn't want to come home when playing in the garden there. Leigh also sets up sensory activities and takes the children to local points of interest which has really helped develop my son's confidence". 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. One parent told us their child was "Getting experiences he otherwise wouldn't and making friends his own age". Another commented "My child is very happy with Leigh, he trusts her to care for him and has lots of fun participating in activities. He is excited to arrive each morning". 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/people, therefore we evaluated this key question as very good.

Quality indicator 2.2: High quality facilities.

Children were cared for in a homely, stimulating and welcoming environment. They benefitted from a childminder who had a dedicated space in the family home for children's play and learning. The large garden offered children space and freedom to explore and have fun with their peers. They enjoyed making bird feeders and planting fruit and vegetables. Families commented their childminder had "a fantastic garden with plenty of space" and "My child is able to play and learn new things. Explore her surroundings". This gave a strong message that children mattered.

The setting was furnished to a very good standard, well maintained, and benefitted from natural light and ventilation. The childminder carried out daily checks of the environments to ensure spaces were safe. Children were involved in learning about risk and how to manage this. For example, when playing in the woods, visiting a farm or feeding the ducks. This meant children were included in risk assessing and had safe spaces to play and explore. Detailed policies were in place to support the delivery of the service. These were reviewed to ensure they reflected guidance and shared with families. This meant families were familiar with how the service operated.

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. Resources and areas were cleaned regularly. As a result, children played in a safe and well-maintained environment.

The childminder understood the importance of keeping children's personal information secure. They shared

their confidentiality policy with families using the service. This meant that children's personal information was managed in line with best practice.

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

Quality Indicator: 3.1 Quality assurance and improvement are well led.

Children and families experienced a warm and welcoming ethos. Families told us the service 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 through questionnaires, daily chats and acknowledging children's and families suggestions. One parent told us "Leigh often asks for feedback, which I'm happy to give, but am largely very happy with her service. This meant that they valued the important part everyone played in improving the service.

The childminder had created an improvement from their reflections on her service. She used the Care Inspectorate quality framework and visited and the 'Hub' for further helpful resources. Developing the approach to self-evaluation helped the childminder to support the impact 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.

The childminder had a good understanding of each child's personality and interests. Respectful relationships were a key strength and children benefited from the childminder's warmth and encouragement. During the inspection, the childminder was very attentive to the children and continued to put their needs first. This contributed to children's individual needs being met and their interests being supported. Parents told us they appreciated the care given to their children. One parent told us "Leigh has always listened to my needs as a parent".

The childminder had some supportive networks with other professionals in the area. They 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. Since registration they had completed training in autism and diversity, an introduction to Montessori pedagogy and had attended the Scottish Childminding Associations annual conference. 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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