

Tammi's Childminding Child Minding

Falkirk

Type of inspection:
Unannounced

Completed on:
26 June 2024

Service provided by:
Tammy MacDonald

Service provider number:
SP2022000143

Service no:
CS2022000201

About the service

Tammi'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, 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 childminder's own family.

Children have access to a designated playroom, living room, dining area, ground floor toilet facilities and use of the front garden. The service is close to schools and nurseries, parks, green spaces and can be reached by transport links.

About the inspection

This was an unannounced inspection which took place on Wednesday 26 June between 11:15 and 14:00. 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:

- spoke with two children using the service and observed their play
- received feedback from six families via an electronic link
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children were settled, happy and having fun as they played.
- The childminder was attentive to children's needs.
- Positive, nurturing attachments had been made that supported children's emotional wellbeing.
- Children had personal plans in place that recorded what was important to them.
- Children benefitted from a very good selection of high-quality resources that met their needs and wishes.
- The childminder promoted learning in nature and the wider community.
- The childminder was committed to continuous professional development.
- Children and families benefitted from the childminder's engagement with self-evaluation for improvement.

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, kind and caring interactions from the childminder who knew their individual needs and wishes. The childminder was nurturing and offered lots of cuddles and reassurance to children. Positive attachments had been formed that supported children to feel safe and secure in the childminder's care. Families commented that the childminder "is incredibly accommodating, caring and nurturing towards the children. The children always enjoy their time with her, we are incredibly confident that they are safe in her care," "Tammi is brilliant with our child, our child absolutely loves attending childcare and has a great connection with Tammi" and "my child leaves happy and has made good friendships with the other children in Tammi's care. She looks forward to her time there." This meant that families had confidence that their child was safe and having fun.

The childminder worked closely with families to ensure they supported their preferences. They were respectful of family's choices and meant children experienced consistency in their routines. All families agreed that they had strong connections with the childminder and felt listened to and involved in the service.

Children's rights to be consulted were promoted through the mealtime routine. For example, they were involved in menu planning and chose when they would like to eat. This meant their play was not disrupted. The childminder had a very good awareness of best practice guidance to support an effective routine that ensured children's safety and wellbeing. They followed choking guidance and food choices were healthy. Children told us they liked the grapes, strawberries and sandwiches as this is what they had chosen. Children sat at the table supported by the childminder and safety chairs were used for younger children meaning they were involved in the routine. The childminder sat with children and used the opportunity to engage in rich conversation, talking about healthy food choices and introducing new language to younger children. As a result, all children were included in a sociable, relaxed and unhurried mealtime experience that was fun and supported them to develop independence.

Emotional security and wellbeing was supported through effective arrangements for sleep and rest. The childminder had a very good understanding of safer sleep guidance and followed this to support children's routines. They used appropriate resources, so children were safe and secure as they slept. This promoted positive habits around sleep and meant children's wellbeing was considered.

Children had personal plans in place that detailed important information, healthcare needs, routines and their likes and wishes. Plans were reviewed regularly with families and children in line with guidance. Plans were clear and detailed how the service was supporting learning and development. Families told us they were involved in reviewing information. As a result, children were supported to thrive and flourish.

Quality indicator 1.3: Play and learning

Children were able to make independent choices in play to support their interests. The childminder ensured there was a wide variety of play opportunities available.

Children were consulted daily on what they would like to do and resources were provided. Families commented it is a "relaxing and stimulating time and environment for the children; they are free to play as they wish," "my child leaves happy and has made good friendships with the other children in Tammi's care. She looks forward to her time there" and "Tammi involves everyone in the day to day of the activities and aims, to ensure the children are happy."

The childminder had a very good understanding of stages of play. They ensured resources were appropriate for each child's stage of development. This meant children were able to lead their play and were supported to explore and investigate.

The childminder ensured children had daily opportunities to learn outdoors and in their wider community. They visited the park, trim trail, attended community groups and took part in regular visits to the local care home where they enjoyed meeting people and taking part in activities. As a result, children developed and appreciation for nature and their sense of belonging within their community.

Planning for children's experiences were a balance of spontaneous and intentional promotion. The childminder observed children and listened to their ideas. They used this to plan and extend learning. Families were kept informed of the activities their children had taken part in. The childminder used an online platform and face to face discussions to share how they had spent their day. Families told us they received regular pictures. As a result, they felt included in their child's learning.

The childminder was skilled at engaging children's interests through positive interactions. They recorded observations and photos of children's learning and development. They shared these regularly with families through their observation record. Observations were clear and detailed the skills children had developed. From these, next steps were identified and meant children were continually supported to reach their full potential through the rich and varied experiences offered.

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 experienced a setting that was well furnished, maintained to a high standard and benefitted from natural light and ventilation. They had access to a designated playroom on the ground floor, living-dining room and ground floor toilet facilities. Children were able to move freely between spaces and were supported to do so by the childminder.

The childminder had structured play spaces to take account of children's age and stage of development. For example, younger children played with resources on the floor, making it easy for them to access. Older children had space at a table top if they chose to play there. This meant they were able to create their ideas whilst risk to younger children from small parts were minimised. Spaces gave a strong message that children mattered.

Detailed policies and procedures were in place that supported the childminder to deliver a high-quality service that met the needs of children and families. Policies were reflective of current guidance and best practice. The childminder reviewed these regularly and shared them with families. This meant they were fully aware of the service being offered.

Children's safety and wellbeing was prioritised. The childminder had detailed risk assessments in place for all areas of the setting and experiences offered to children. This included learning in the wider community. Daily checks of all spaces were carried out which meant children were safe as they played and explored.

The childminder had a very good understanding of robust infection, prevention and control measures. Effective hand hygiene routines were embedded at key times. Children were encouraged to wash their hands before they ate and after personal care routines. This ensured their health and wellbeing.

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 and led well

Children and families experienced a warm, welcoming and inclusive ethos in the setting. The childminder was dedicated to their role, provided a safe, friendly, stimulating and homely environment where children felt safe and nurtured. Families were confident their child's care, play and learning was promoted through the high-quality experiences, interactions and play spaces offered.

Children and families' views were regularly gathered to support a cycle of self-evaluation. The childminder used a variety of ways to support consultation. This included using questionnaires, face to face discussions and an online page. Families commented "We feel really comfortable with Tammi, and she makes it easy to communicate, she's always got a lovely demeanour and is very calm which is the type of environment we were looking for," "Tammi is open to feedback" and "we are incredibly happy with the care our children receive and wouldn't wish to change anything."

The childminder made very good use of the Care Inspectorate guidance 'A quality framework for daycare, childminding and school aged childcare' to evaluate the service. They had identified areas that were working well and actions they would like to further develop. Engaging in this cycle of improvement meant children and families worked with a service that was reflective and forward thinking to ensure all children thrived and flourished through high quality experiences.

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 experienced warm, kind, and compassionate care from the childminder who genuinely loved and cared for the children. They were attuned to children's likes and wishes and talked about what was important to each child. We could see attachments had been formed as children received cuddles, smiles and reassurance as they played. Families' comments included "Best childminder, couldn't fault a thing," "we are incredibly happy with the care our children receive and wouldn't wish to change anything," and "I couldn't ask for a better person to care for my son, he is safe happy and loved when at Tammi's and always has so much fun." This meant that children felt valued and secure in the childminder's care.

The childminder was registered with the 'Scottish Child-minding Association' (SCMA) and received regular updates from the Care Inspectorate. They made very good use of this information to support their service.

The childminder was committed to professional development and learning to further support their role. Training included first aid, child protection, food hygiene and understanding children's play (Schemas). They were able to reflect on learning and talk about the impact this had on children's experiences. This meant children received care from a childminder who was dedicated to their role.

The childminder had a very good knowledge and understanding of best practice guidance and how these supported outcomes for children. For example, they used the 'Health and Social Care Standards, my support, my life, Realising the Ambition' and the 'Wellbeing indicators' to support and track children's learning, experiences and progress. This ensured children received high quality care from a service that understood their responsibility in ensuring children thrived and flourished.

The childminder had supportive connections with other childminders in the area. They used this network of support to engage in reflective discussions, share best practice and plan regular events for children.

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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