

Lizzie's Day Care Child Minding

Newbridge

Type of inspection:
Unannounced

Completed on:
17 June 2024

Service provided by:
Elizabeth Steele

Service provider number:
SP2015987236

Service no:
CS2015339912

About the service

Elizabeth Steele, trading as Lizzie's Day Care, provides a childminding service in the village of Ratho, Edinburgh. The childminder may care for a maximum of 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 are inclusive of the childminder's own family/household.

The service is close to local amenities including green spaces, local nurseries and schools. The service is delivered from the childminder's home with children accessing the playroom, kitchen/dining space and toilet. The enclosed garden and the local community were used well to provide children with a range of outdoor learning experiences.

About the inspection

This was an unannounced inspection that was undertaken on 17 June 2024 from 09:15 to 11:45. The inspection was carried out by one inspector.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service, and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with two children using the service
- spoke with the childminder and the assistant
- observed practice including interactions with children
- reviewed documents
- gathered feedback about the service from families.

Key messages

- The childminder knew children well and understood their individual personality and unique ways of communicating their needs.
- Children's emotional wellbeing was supported by the childminder who used a calm, warm and nurturing approach.
- Children responded to the childminder and the assistant's nurturing approach and positive interactions.
- The responsible childminder safeguarded, protected and supported children's wellbeing.
- Children and families felt included in the service because positive relationships had been developed and communication was effective.
- Self-evaluation had enabled the service to deliver high quality care and support to meet the changing needs of children and 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?	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 were shown respect and benefitted from nurturing relationships. This helped them to develop a positive view of themselves and to form trusting and secure relationships with the childminder. Children were confident in seeking comfort or help from the childminder. They felt valued, loved and secure as a result. A parent said, "She is a lovely, warm, caring person. My kids have connected with her very quickly and have formed a very good positive relationship."

Children's care and support was agreed in consultation with families. Their overall health and wellbeing was supported by consistent care that met their individual needs. Personal plans were developed and reviewed regularly. Children's routines, care strategies, progress and possible next steps were detailed to ensure they received the right care at the right times. A parent said, "Liz knows our son very well and understands him. She communicates well and our dealings are always warm." Another parent said, "Documents are updated periodically and there are opportunities to discuss my son's care."

Children benefitted from an unhurried, sociable and safe snack time. They were confident following the snack time routine. They washed their hands chatting about the germs they were washing off their hands and were developing life skills as they spread a pancake. They were encouraged to make healthy choices when offered fruit. Children felt respected and included through the meaningful interactions they experienced during snack time with the childminder.

Quality Indicator 1.3: Play and learning

Children enjoyed a variety of play experiences that took account of their interests and supported their individual development. An interest in fractions was supported in practical ways including when preparing snack foods. The childminder had a very good understanding of how children learn through play. They used observation and effective assessment to track children's progress and development. The childminder used a responsive approach to supporting children's play and learning to ensure they were achieving their potential.

Children were able to lead their own play and learning through a balance of spontaneous and planned experiences. The children present experimented with water and sand. They were having fun as they learned about early level science, technology, engineering and maths (STEM). The childminder planned play and learning experiences that stimulated children's natural curiosity and creativity. A parent said, "My child loves the activities Liz provides, ranging from LOTS of arts and crafts which my child adores, to going to woods or learning golf. She is always excited to come back and tell me what she has been doing."

The childminder recognised the importance of supporting children to enjoy outdoor play and learning. We saw photographs of children making an outdoor den, walks in the local forest and trips to Deep Sea World. Outdoor play had a positive impact on children's health, wellbeing and happiness. A parent said, "The garden is entirely for the kids. They love the climbing frame Kenny built, and they play football and on the trampoline. She also takes them to the park after school for football and to the local woods to explore and make dens."

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 were cared for in a warm, welcoming and homely environment. They were confident as they moved around the areas of the home, following their interests and leading their own play and learning. Children showed us the outdoor space where they busily played. Toys and resources were easily accessible supporting children to make choices about their play and learning. Cosy spaces allowed children to rest and relax as needed. Children felt a sense of belonging in the childminder's home and had opportunities to achieve and develop a variety of skills. The service provided developmentally appropriate spaces supporting very good quality care and support for children. A parent said, "My kids are never bored! She provides a safe, secure, stimulating and nurturing environment."

The childminder was alert to potential risks in their setting, outdoors and in the local community. This safeguarded, protected and supported children's wellbeing and safety. The childminder identified and minimised potential risks through the use of risk assessment. Children were guided and supported to stay safe through discussion and opportunities to take on new challenges.

Infection prevention and control measures included cleaning and hand washing routines that were effective. Infection control practices minimised the potential spread of infection, keeping children safe and healthy. The childminder sensitively reminded and supported children to wash their hands at key times throughout the day.

Children and family's personal information was securely stored. This showed the childminder understood their responsibilities regarding storing and processing children's personal information.

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 improvement are led well

The childminder was committed to meeting the needs of children and families. They had created a happy and welcoming ethos promoting a positive atmosphere for children to play and learn. Trusting relationships and effective communication had supported children and families to feel valued and included in the service.

The childminder had developed quality assurance systems and processes to a very good level. Self-evaluation had enabled the childminder to deliver high quality care and support to meet the changing needs of children and families. The childminder was familiar with good practice guidance including UN Convention on the Rights of the Child (UNCRC), Care Inspectorate, A quality framework for daycare of children, childminding and school-aged childcare, and Scottish Government guidance, Realising the Ambition: Being Me. The improvement plan had identified focus areas for improvement under the quality framework key questions and quality indicators. An area for improvement identified was to "regularly share children's learning in the setting and engage parents in understanding how to support their child's learning, play and care at home." Continuous improvement in the service will support continued positive change to children's outcomes.

The childminder recognised the importance of involving children and families in the development of the service. Children and families were encouraged to provide their views at key points showing they were valued and listened to. Families were able to comment on their children's progress and agree next steps in their development. Meaningful communication provided opportunities for sharing ideas and making suggestions. This Influenced positive change supporting children and families to feel included in the service. A parent said, "Her communication with me is also excellent and I am kept informed with updates." Another said, "Liz often asks for our input in what she can do or what my child would like to do. Always listening to my child's interests."

The childminder had kept the required records including accident and incident records, medication records, and risk assessments. This supported them to meet the legislative and regulatory requirements of operating a registered childminding service, and to keep children safe. A parent said, "She is very thorough with her forms etc., and has great paperwork covering everything."

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 4.3: Staff deployment

The childminder and the assistant were compassionate and responsive to the needs of children. They knew children well and offered continuity of care that was planned in an individualised way. Children responded to the childminder and the assistant's nurturing approach and positive interactions. Warm attachments supported children to feel safe and secure. A parent said, "Kenny (assistant) is also fantastic with the kids. He's good fun and helps make their meals. He made our middle son a tool box when he was a toddler and really into tools."

The role of the assistant in the service was managed well by the childminder. The assistant told us about building resources and preparing meals to support the role of the childminder. Children were interested in what the assistant was busy making in their shed, encouraging an interest in woodwork. Children laughed and responded to the assistant who was warm and caring. We concluded that the childminder and assistant worked well together. The role of the assistant enhanced children's care, learning and development.

The childminder demonstrated their knowledge and skills were up-to-date to offer high quality experiences for children. They had attended a range of training courses and completed a childcare qualification. The assistant had attended relevant training and worked with the childminder to reflect on new learning to identify how it could enhance their practice. Children's outcomes were improved as a result.

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 reviews all information regarding minded children and their care needs at least once every six months, or sooner if required. This will help to ensure that an appropriate personal plan is in place and remains up-to-date, which will help the childminder to adhere to current legislation. She should identify any developmental progress and show how she intends to support any gaps in each child's development and celebrate achievements. Introducing systematic updates will help to promote children's overall safety, health and wellbeing.

National Care Standards Early Education and Childcare up to the age of 16-years: Standard 6 - Support and Development; and Standard 3 - Health and wellbeing.

This area for improvement was made on 16 September 2016.

Action taken since then

Personal plans were developed and reviewed regularly. Children's routines, care strategies, progress and possible next steps were detailed to ensure they received the right care at the right times.

This area for improvement has been met.

Previous area for improvement 2

The childminder should ensure she uses the 'Building the Ambition' National best practice document to inform and improve their practice. Using this document to consider what the service does well, and what could be better, would help to further improve her practice.

National Care Standards for Early Education and Childcare up to the age of 16-years: Standard 5 - Quality of experience; Standard 14 - Well managed service; and Standard 12 - Confidence in staff.

This area for improvement was made on 16 September 2016.

Action taken since then

Quality assurance systems and processes had been developed and good practice guidance informed and improved practice.

This area for improvement has been 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?	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
4.3 Staff deployment	5 - Very Good

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