

Perrie, Lorna & Allan Child Minding

Strathaven

Type of inspection:
Unannounced

Completed on:
19 June 2024

Service provided by:
Perrie, Lorna & Allan Perrie, Lorna &
Allan

Service provider number:
SP2009973047

Service no:
CS2009194350

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

The childminding service is operated by a partnership of a husband and wife team. Lorna and Allan Perrie provided the service from their home in the village of Strathaven in South Lanarkshire.

The childminders are registered to provide a care service for a maximum of six children up to 16 years of age. Numbers are inclusive of members of the childminders' family. At the time of our inspection, six children were registered with the service.

Minded children are mainly cared for in the designated playroom and have access to an open plan dining kitchen, they have direct access to the garden. Children could enjoy active play. This area is also used for children's nap times or quieter activities. Toilet facilities and a nappy changing area are used by minded children and are on the same floor and easily accessible by children to promote their independence.

About the inspection

This was an unannounced inspection which took place on Wednesday 19 June 2024 between 10:45 and 12:30. One inspector carried out the inspection.

To prepare for the inspection we reviewed information about this service. This included previous inspection reports, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with six children using the service, received three completed questionnaires
- spoke with both childminders
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced nurturing care that supported them to feel valued, loved and secure.
- Children enjoyed a range of play experiences within the childminding setting, which supported their learning and development.
- Children were kept safe from potential harm as the childminders understood risk and ensured appropriate mitigations were in place.
- The childminders were committed to developing their service. This was supported by regular monitoring and planning for improvement.
- The childminders reflected on practice and participated in professional development activities to secure positive outcomes for 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 experienced nurturing care that supported them to feel valued, loved and secure. The six young children present were developing confidence and resilience because the childminders responded positively and sensitively to their individual needs and interests.

Children's health, safety and wellbeing were very well supported through the effective use of personal planning. The personal plans contained the required content. They were comprehensive and detailed all about me contact details, emergency contacts, likes and dislikes, learning rainbows progress records, inside and outside opportunities. Parents are encouraged to become involved with the introduction and review of their child's personal plan and parents wrote "There is nothing more the childminder can do better, as my child is flourishing" "We regularly discuss how xxxx is napping and what we do with her in our own home."

There was continuity in children's care because the childminders respected families wishes for children's routines. For example, children could choose from a healthy range of snacks and meals, that reflected their individual preferences and dietary needs. We observed the preparation for lunch time, which was a relaxed, nurturing experience. Children were encouraged to be independent and calm and were learning social skills through following the childminder's role modelling. For example, one of the children climbed on to the childminder's lap for cuddle, snuggled in and fell asleep.

Children had access to their own cup of water to keep them hydrated and promote good dental health.

No children required medication at the time of the inspection. The childminder had shared their medication policy with parents and had Scottish Childminding Association (SCMA) templates for recording children's medication, should this be required. The templates were in keeping with good practice guidance and ensured children's health, safety and wellbeing needs would be met. The childminders had participated in an enhanced child protection course and had a clear understanding of their role and responsibility for safeguarding children.

Quality Indicator 1.3: Play and learning.

Children were well supported in their play and learning by the childminders' high quality interactions. The childminders had a playful disposition. They intuitively knew when to offer children suggestions, intervene or stand back. This encouraged children to lead their own play at their pace, share ideas and to build positive friendships with their peers. Children and parents were routinely consulted about resources and activities they would like to support their play. This approach meant children felt the childminders valued and acted upon their opinions, supporting their sense of belonging.

Various resources were laid out on the living room floor to stimulate children's interest and imagination, for example noisy toys, dressing up clothes, sorting puzzles, play kitchen, garage with vehicles for small world play.

We saw photographs of various learning and fun opportunities. Children told me that they liked to visit the local dairy farm. Children enjoyed going to a parent and toddler group and book bug sessions in the local community. They made other friendships and socialised with other children. This was where the childminders met and chatted with other childminders, networking and supporting one another.

Children were contented, engaged and played happily together. They led their own play, for example, in imaginative play, drawing, singing and problem solving. Children experienced curiosity led play and discovery as they played with balloons. They were bouncing them and looking in wonder when the balloons floated in the air.

Childminders were responsive to individual children's needs and requests and planned activities in the moment. Children were empowered to make choices throughout the day. We acknowledged that the children had access to the garden where there was plenty of natural and open ended materials, which encouraged children's physical activity and helped develop their critical thinking skills.

The childminder undertook regular observations of children and recorded these with photographs within their personal plans, in daily WhatsApp messages and photographs to parents. This helped track children's progress and celebrate their achievements. Children were proud to show us their drawings. This demonstrated that children's self esteem and confidence were promoted by the childminders and they felt included within the setting.

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's emotional wellbeing was promoted through being cared for in a homely setting that was warm, well ventilated, with plenty of natural light. Children were able to relax on comfortable couches, cushions and rugs when reading stories or playing quietly. The childminder made use of a second public room for quieter activities, including if children needed to nap. Children independently chose books and toys that were displayed at their level, empowering them to making decisions. Both the kitchen and toilet facilities were adjacent to the living room.

Children had direct access from the dining/kitchen room to an enclosed garden. They could explore and take part in energetic, physical play within a safe, natural environment. This included creative play, investigative play, role play and a small outhouse for children if they wanted to relax and self-regulate.

The childminders' home was in a rural setting where children could participate in woodland walks that instilled a sense of wonder and supported them to learn about nature. Outdoor play supports children's health and wellbeing. The childminder made good use of other facilities in the wider community, such as play parks. This enabled children to also play with local children.

The childminders demonstrated a very good understanding of how to keep children safe and well. They had participated in infection prevention and control and first aid training. The childminders' clean and tidy home was reflective of how they put this knowledge into practice. The childminders provided plenty of liquid soap and individual towels to support children's effective hand hygiene.

The childminder used disposable gloves and aprons when providing children's personal care. We advised and agreed that the childminders should only use nappy creams that are given for individual children. We highlighted that the infection prevention and control guidance had recently been updated. 'Health protection in children and young people settings, including education' (Public Health Scotland, March 2024) could be found on the HUB area of our website.

The childminder carried out daily visual safety checks of their home, which were underpinned by Scottish Childminding Association (SCMA) checklist templates. This contributed to the safety and wellbeing of children. Children were encouraged to make safe choices, for example when climbing up and down from their seat at the play table and to keep within the areas of the childminder's home designated for the service. This meant that children were learning about boundaries and keeping themselves safe.

The childminder had registered with the Information Commissioner's Office (ICO). This meant they could use technology to support their childminding service, whilst ensuring they respected families' confidentiality when storing or sharing information. For example the childminders emailed or texted information about children including photographs, to parents. This helped to keep children safe.

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 childminders were very well organised. They made very good use of Scottish Childminding Association (SCMA) resources to organise their record keeping and quality assurance. For example, they kept a record of children's attendance so that they could account for children's presence and safety. SCMA is a national umbrella organisation whose main aim is to promote childminding as a quality childcare service. The childminder had appropriate public liability insurance in place.

Children and families benefitted from childminders who were very committed to providing high quality. Parents wrote "very good with communication, very friendly and my child loves going"
"Friendly, flexible and supportive."

The childminders spoke positively about using monitoring and evaluation websites to inform self evaluation. They were well aware of best practice documents to sustain a high quality of service provided for children and families. We discussed other documents available on the HUB area of our website, which would help the childminder with their approach to documenting their development plan, for example 'Your Childminding Journey' (Care Inspectorate, 2017).

The childminders engaged very well during the inspection process, providing additional evidence and taking on advice and support, which demonstrated their commitment to continued improvement.

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: Childminder skills, knowledge, and values.

The childminders demonstrated a very high level of empathy, care and compassion toward children during our visit. Lots of cuddles and friendly chats helped children feel loved. Conversations about feelings, supported by emotion 'squigdlies' cushions, these were directed at children's level of understanding. This helped children recognise their different emotions and cope with how they were feeling.

The childminders had clearly defined rules and were striving to operate a very good quality service. For example, one did all the food preparation and provides it, while the other childminder carries out the main role of nurture. We observed they had mutual respect for each other so that both childminders worked well together. Children were settled and having fun with both childminders. This showed that it was a well-balanced and fun, learning environment. Children thrive when they experience calm, interesting, fun and safe care.

One of the childminders was originally a childcare practitioner. They had been involved in various training sessions and support networks. The childminders regularly attended an online support group with other childminders, this maintained their knowledge and shared good practice.

The childminders engaged in regular professional learning opportunities to extend and deepen their knowledge in areas appropriate to their practice.

The childminders were familiar with the Care Inspectorate Hub and received childminder email updates from the organisation. We highlighted that they could create their own library file within the HUB where they could quickly access good practice documents that they found helpful. Regularly accessing such documents and improvement videos would support the childminders' professional development and help sustain positive outcomes for children.

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

The service providers should review and update their medication paperwork in line with best practice. National Care Standards for Early Education and Childcare up to age 16.

This area for improvement was made on 13 February 2017.

Action taken since then

The medication policy has now been reviewed and the content follows best practice. The area of 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
4.1 Staff skills, knowledge and values	5 - Very Good

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