

Clark, Angela Child Minding

Peterhead

Type of inspection:
Unannounced

Completed on:
10 July 2024

Service provided by:
Angela Clark

Service provider number:
SP2003900635

Service no:
CS2003002013

About the service

Angela Clark operates from their own home, located in residential area of Mintlaw, Aberdeenshire.

The childminder is registered to provide a service to a maximum of six children at any one time under the age of 16 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 children of the childminder's family.

The parts of the premises not to be used are the two bedrooms, the conservatory, and bathroom. Overnight care will not be provided. Minded children cannot be cared for by persons not named on the registration certificate.

The service is close to a local primary school, shops, parks, and other amenities. Children are cared for in the living room and kitchen. Children have access to a rear garden.

About the inspection

This was unannounced inspection which took place on 10 July 2024 between 08:45 and 13:00. 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 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 three children using the service
- spoke with two of their parents/carers
- received one completed questionnaire
- spoke with the childminder
- spoke with visiting professionals
- observed practice and daily experiences
- reviewed documents.

Key messages

- Children experienced caring and nurturing interactions.
- Children had fun and explored a variety of resources to support their learning and development.
- Children were able to play and rest in a homely and welcoming environment.
- The childminder was beginning to use self evaluation and quality assurance processes to evaluate and develop the service.
- The childminder should ensure they engage with ongoing training and professional development.

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

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|--|----------|
| 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.

1.1 Nurturing care and support

Children experienced caring and nurturing interactions to help them feel safe and loved. Parents told us their children would go every day, if possible, and that they felt very confident that they were safe and well looked after. When they arrived, children were greeted with a smile and a warm welcome. When tired, children were cuddled and soothed to sleep. This contributed to happy children who enjoyed attending the service.

Children were well supported in their personal care. The childminder was kind in their interactions and children's dignity and privacy was respected.

Children's personal plans contained information to support their basic care needs. Parents were central to this process and, for most children, information had been reviewed with parents to ensure it remained current and up-to-date. This contributed to the childminder knowing the children, their personalities, and interests well. Parents commented, "Angela is always looking out for the children. She lets us know if she has any concerns about anything".

Children enjoyed a variety of snacks provided by the childminder. Parents provided packed lunches which were stored safely to help keep food items fresh. Children ate in the kitchen and the childminder provided children with the support needed to keep them safe and reduce the risk of choking. Older children were encouraged to be independent and spread their own toast. Children were offered water and milk to drink, supporting good dental health.

Children's emotional security and wellbeing were supported through sensitive arrangements for sleep. Children slept on a rug in the living room and the childminder stayed nearby, soothing children if they stirred. Parents 'strongly agreed' that their child was able to rest or sleep when they needed to.

The childminder demonstrated a good understanding of childhood adverse experiences and the implications on children's overall wellbeing. They were confident in who to go to if concerned to help ensure children and their families were provided with the support they needed.

1.3 Play and learning

Children had fun and explored a variety of resources to support their learning and development. Younger children took part in roleplay and had fun making pretend tea and biscuits. This supported their learning through familiar and real situations. Older children drew and coloured pictures, assisted the childminder to make snacks, and provided support to the younger children as they played. This promoted their independence and responsibility through helping others.

However, there were limited loose parts and natural materials for imaginative and creative play. We signposted the childminder to the guidance 'Loose Parts Play - A Toolkit 2019'. Children commented, "I like when Angela does jigsaws with me. I like going to the park with the big slide. I love snack time. I love going to the library and reading lots of books and songs".

Children had fun interacting and playing with the childminder. The childminder modelled good listening and talking skills by getting down to the children's level. They read stories with the children, encouraging them to join in and feel the textures on the pages. The childminder encouraged cooperative play and supported children to share toys and take turns.

There were some opportunities to support literacy and numeracy development through play. There were some age-appropriate books and a few opportunities for writing and drawing. Number recognition and counting were promoted through songs and rhymes. To help promote further opportunities, we suggested introducing more resources, such as notepads, pencils, and non-fiction texts to children's play areas. The childminder agreed to action this.

Planning approaches were child-centred and responsive to children's interests. Photographs recording children's achievements were sent to parents, providing them with an insight into their child's learning. Parents felt their child's development was always supported through interesting and fun play experiences and commented, "Angela never makes me feel rushed and is happy to chat about my child's day and how they are getting on". Older children were asked for their suggestions for activities and had visited the library and took part in the summer reading scheme.

The childminder made good use of the local environment and amenities and went for walks, visited the local park, and went to soft play and the beach with the children. This ensured the children were getting to know their local environment, helping them grow into responsible, confident individuals.

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.

Children were able to play and rest in a homely and welcoming environment. They ate snack in the kitchen and were able to play games, relax, and chat in the cosy living area. This meant that children had ample space for their needs.

Children played in a secure environment. The front door was locked to ensure children could not leave the house unsupervised. Areas accessed by the children had been visually assessed and there were a few written risk assessments to help identify potential hazards and help prevent accidents. To further support their understanding of keeping children safe, we suggested the childminder undertake risk benefit training and they agreed to do this.

Children played mainly in the living area. This looked attractive with a pretend kitchen and accessories. There were good quality toys for babies to spark their curiosity and imagination. The garden looked pretty with some opportunities for sand and water play.

Children were kept safe and well in a clean environment. Infection prevention and control procedures were followed when supporting children in their personal care. Handwashing was embedded in practice after play and before eating.

Children's personal information was stored confidentially in a safe location. We suggested purchasing a new folder as it was overflowing, increasing the potential for information to be lost. The childminder agreed to do this.

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.

The aims of the service included providing children with a healthy, smoke-free, safe, and hygienic home-from-home setting. This was reflected in their practice and shared with families, helping them understand what to expect from the service.

The childminder recognised the importance of seeking the views of children and families to influence change and support the development of the service. They sought the views and opinions of parents through daily discussions and text messages. A questionnaire had been issued and parents had suggested adding more opportunities for art and crafts. This had been actioned by the childminder. Parents agreed they were involved in a meaningful way to help develop the service and had been asked to fill in feedback forms.

Older children were asked what they wanted to do and where they wanted to play. We suggested further developing this using mind maps to record children's ideas and suggestions. Younger children were at ease in the childminder's company, contributing to them making independent choices which supported their play experiences.

The childminder was beginning to use self evaluation and quality assurance processes to evaluate and develop the service. They had used formats provided by Aberdeenshire Council to help them in this process. This helped them recognised good practice, such as building positive relations and listening to the children. Through discussion they identified areas for further development which included training to develop their knowledge and skills. We signposted the childminder to 'A Quality Framework for daycare of children, childminding, and school-aged childcare' in order to support continuous improvement of the service.

How good is our staff team?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Children's wellbeing was supported through respectful and compassionate interactions. The childminder had a good relationship with the children and chatted and talked to them in a kind and friendly manner. This approach supported children to feel valued and secure and contributed to a respectful and friendly ethos. Parents commented, "Angela feels more like a friend or family member".

The childminder was a member of the Scottish Childminding Association (SCMA) and spoke positively about the support provided by the organisation. As a result, they used SCMA forms within their practice, including personal planning to support children's care needs. They were friendly with other childminders and together they shared ideas and discussed guidance and new initiatives.

The childminder had accessed core training, such as child protection, first aid, and food hygiene. Their clean and welcoming home was reflective of their knowledge and understanding of infection prevention and control. They were confident when discussing their processes to protect children and knew who to go to if concerned. This contributed to happy children who were safe and well cared for.

The childminder demonstrated a commitment to their professional development. They had completed a qualification in childcare and had introduced more puzzles to challenge and interest older children. They listened to a webinar and had undertaken some research and reading in supporting infant mental health. As

a result, they had Introduced singing and hand signals to support early communication. To support the childminder further with their professional development, we signposted them to a range of resources on the Care Inspectorate Hub. Regularly accessing resources and best practice documents will help ensure good outcomes 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

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| How good is our care, play and learning? | 4 - Good |
| 1.1 Nurturing care and support | 5 - Very Good |
| 1.3 Play and learning | 4 - Good |

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| How good is our setting? | 4 - Good |
| 2.2 Children experience high quality facilities | 4 - Good |

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| How good is our leadership? | 4 - Good |
| 3.1 Quality assurance and improvement are led well | 4 - Good |

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| How good is our staff team? | 4 - Good |
| 4.1 Staff skills, knowledge and values | 4 - Good |

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