

Deane, Kerry Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
3 July 2024

Service provided by:

Service provider number:
SP2004931794

Service no:
CS2004072379

About the service

Kerry Deane's childminding service is provided from the childminder's home in a quiet residential area within Queenzieburn, North Lanarkshire. The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom a maximum of six will be 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.

From 2 July 2024 to 20 August 2024 (or before if a child leaves the service) the childminder may care for a maximum of 5 children at any one time up to 16 years of age:

- of whom no more than 5 are under 12 years;
- of whom no more than 4 are not yet attending primary school and;
- of whom no more than 1 is under 12 months

Numbers include the children of the childminder's family/household.

Childminding takes place on the ground floor of the property. Children have access to a lounge, dining room and a downstairs bathroom. The service is close to greenspace, woodlands and transport links.

About the inspection

This was an unannounced inspection which took place on Wednesday 3 July 2024 between 09:15 and 12:30. 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Observed children play experiences
- Observed interactions between the children and the childminder
- Spoke with the childminder
- Looked around the home and garden
- Reviewed service documents and records
- Reviewed feedback from one parent.

Key messages

- Children were happy, settled and relaxed in the care of the childminder.
- Positive relationships had been established with children and families.
- Children experienced a safe, clean and well maintained environment which supported their overall wellbeing.
- Children's play, learning and development were supported by activities appropriate to their age and developmental stage.
- Children benefited from regular outings within the local community to extend their experiences.
- The childminder should continue to develop self-evaluation and improvement processes with children and families, to embed a meaningful cycle of continuous 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?	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 outweigh areas for improvement.

Quality indicator 1.1: Nurturing care and support

On the day of inspection, one child was present. The child present was confident and comfortable in the childminder's care and had a clear sense of belonging. The childminder was caring, responsive and nurturing and showed an interest in what the child had to say. This supported children's communication skills and ensured they felt valued. One parent told us the childminder had "developed an amazing rapport with my child and [they] feel safe and secure in [their] care."

The childminder had awareness of each individual child's needs. They confidently described children's personal preferences and routines and how this was supported. They had good knowledge about individual families and parents shared with us that they had developed a close trusting relationship with the childminder. One parent told us "I have an amazing relationship with [childminder]. I can go to [them] with any concerns or worries about my child and [they] will do [their] best to help."

Parents shared with us that communication was effective. The childminder communicated with families at drop off and pick up times and through text messages. This included sharing information of children's progress, personal care needs and success and achievements. One parent told "I am always welcome to discuss anything involving my child's care."

The childminder knew the children well and personal plans were in place to support children to experience consistent care and support. Plans contained relevant background information and details of the children's routines. We discussed how personal plans could be further developed to ensure they identified how the childminder would support children's needs. To ensure personal plans remain up-to-date and are meaningful, the childminder should ensure reviews take place every six months or sooner if required. (See Area of Improvement 1)

Children benefitted from unhurried, relaxed mealtime experiences where their needs, choice and preferences were respected. Children's social development was supported as they chatted and ate alongside the childminder.

Quality indicator 1.3: Play and learning

There was a good balance of children's choice and adult led activities to support children with literacy, numeracy and language development. Many play activities were spontaneous and the childminder responded to children's interests, this supported children to actively lead their own play and learning.

Children had access to a good range of toys and resources, including construction, role play resources, electronic toys and books. We suggested children's play and learning could be supported by having further access to natural and open ended materials to support children's creativity, curiosity and problem solving skills.

Children had formed close relationships with the childminder and benefitted from secure attachments. The childminder supported children's play and learning with skilful unhurried interactions, which supported the very young children's social, language and physical development.

Children's opportunities for play and learning were enhanced through connections to their wider community. The childminder took the children to toddler groups and gymnastic groups, this provided an opportunity for children to play with their peers and experience new activities. Parents told us that they were happy that their children had the opportunity to experience these groups.

Areas for improvement

1. To support children's overall wellbeing, the service should ensure personal plans reflect how the childminder will support children's needs. Ensuring they are reviewed and signed by families every six months or sooner.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards (HSCS) which state that, 'My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15)

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 outweigh areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children benefitted from being cared for in a bright, clean, well furnished and well ventilated environment. Furniture in the lounge was arranged so that children could enjoy floor activities, and there were large sofas for children to rest and relax on. Children could use the table in the dining area for mealtimes and for table activities for example, arts and crafts.

The environment was set out with resources to support current interest and stage of development. The childminder arranged resources on open shelving and low down storage boxes. This allowed children to have independence and choice in their play throughout the day. These resources were rotated and changed to support children's interest.

The childminder had started to introduce natural materials to promote children's curiosity, creativity and imagination. We suggested the childminder continues to add more open ended loose parts and natural resources, to help develop children's thinking and problem solving skills. We signposted the childminder to 'Loose Parts Play: A toolkit' available on the Care Inspectorate HUB to further support this.

The childminder had a good understanding of the importance of children having opportunities to play outdoors and ensured that they had regular access to the play opportunities in the local and wider community. This helped enrich children's learning and enabled them to develop positive links with their community. One parent told us "they go out every single day and have so much fun."

At the time of inspection, the childminder was not using their garden due to ongoing work to repair fixtures damaged by recent storms. Until the work was completed the childminder would not be using their garden.

Infection control practices were followed. Regular cleaning of all areas used for childminding contributed to a clean and pleasant environment for children. However, to reduce the risk of infection the childminder should ensure they use appropriate Personal Protective Equipment during nappy changing procedures.

Children's information was secured securely and the childminder ensured confidentiality at all times.

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 outweigh areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The childminder had developed positive relationships with parents and carers and worked in close partnership with them. The childminder used daily conversations and communication apps to build relationships and exchange information. This helped the childminder to get to know children well, providing care and support, whilst also ensuring parents were included.

Families were involved and influenced change in the service. Their views were actively sought during daily conversations and through questionnaires. We encouraged the childminder to continue to develop ways to involve children and their families in improving the service and further strengthen self-evaluation. This will support the childminder to reflect on what is working well in the service and what could be improved.

The childminder was developing approaches to reflect on their practice. This included self-evaluation and they had identified some areas for improvement. During the inspection we discussed ways to develop an improvement plan, which would identify gaps in children's experiences. The childminder identified the outdoors as an area of focus. This would help influence and lead positive changes for children. The childminder should continue to develop and formalise their approach, embedding ongoing self-evaluation to their practice.

Policies and procedures were in place to support practice within the service. The childminder should ensure review dates are clearly shown on all policies.

During our inspection visit the childminder was open to ideas for how they could develop their practice thus ensuring that they contributed to good outcomes for children. The childminder regularly engaged in professional discussions with other childminders in the area who they met weekly for shared activities with children.

They also continued to be a member of the Scottish Childminding Association (SCMA) and made good use of their materials to assist with record keeping and monitoring their 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 and clearly outweigh areas for improvement.

Quality indicator 4.1: Staff skills, knowledge and values

We found the childminder to be warm, caring and compassionate to the children. Children appeared secure in their care and responded to the childminder in a loving and affectional manner. The childminder was respectful, courteous and listened carefully to children.

Relationships with children and their parents were positive, caring and nurturing. Children were listened to and treated with respect. The childminder had a good understanding of the importance of play and valued play opportunities, ensuring children were having fun whilst learning. This contributed to children being happy and engaged in their play.

Being a member of the Scottish Childminding Association, receiving updates from the Care Inspectorate and using ways to engage with other childminders helped the childminder to keep up-to-date with new developments and explore topical issues.

The childminder had completed first aid training, child protection training and a course on awareness of Autism. The childminder should continue to update their skills and knowledge in relation to providing high quality play and learning experiences for children.

We discussed how best practice guidance would also support development as they reflect on current practice and would also continue to support professional development. The childminder would benefit from keeping a record of training reflecting on the impact of training on their practice to support children's experiences.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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