

# Jacqueline Murray Childcare Child Minding

Taynuilt

**Type of inspection:**  
Unannounced

**Completed on:**  
25 July 2024

**Service provided by:**  
Jacqueline Murray

**Service provider number:**  
SP2022000182

**Service no:**  
CS2022000271

## About the service

This service registered with the Care Inspectorate on 2 September 2022. The service provider is Jacqueline Murray.

Jacqueline Murray Childcare is a childminding service. The service operates from the childminder's home, located in the village of Taynuilt. The service is provided from a detached two-storey house, with children having access to the ground floor and back garden.

Current registration allows the childminder:

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

2. Where a childminder is working together with an assistant they may care for a maximum of six children up to 16 years of age:

- of whom no more than six are under 12 years
- of whom no more than four are not yet attending primary school and;
- of whom no more than two are under 12 months.

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

Where the childminder or the assistant is working alone they may care for a maximum of six children up to 16 years of age:

- 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 children of the childminder's family/household.

3. No overnight care will be provided.

4. Minded children can only be cared for by persons named on the certificate. Alasdair Gavin Murray is employed as an assistant.

## About the inspection

This was an unannounced inspection, carried out by one early learning and childcare inspector, which took place on 17 July 2024. To prepare for the inspection we reviewed information about the service. This included registration information, information submitted by the service and any intelligence gathered since registration in September 2022.

In making our evaluations of the service we:

- Observed practice and daily life.
- Spoke with children using the service.
- Reviewed documents.
- Spoke with the childminder.
- Sent questionnaires to parents/carers to gather their views and feedback.

**Key messages**

- Children were experiencing warm, nurturing care and support.
- The childminder's dedication and passion was supporting children to thrive and flourish.
- Children could enjoy free flow access to outdoor play.
- The childminder communicated and engaged well with families.
- The childminder's warmth, kindness and positive ethos of mutual trust and respect was promoting a happy, secure and supportive environment for children and their 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?	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.

### Quality indicator 1.1: Nurturing care and support

We were able to see children experiencing warm, nurturing care and support. The childminder knew children well and had developed trusted and loving relationships with them through sensitive, nurturing interactions that supported their wellbeing and helped them feel valued, safe and secure. One parent told us; "[The childminder] keeps [my child] engaged and challenged in a safe, loving and lovely way." Children were happy and settled in the service. They were relaxed and confident around the childminder and in the home from home environment.

Comments from parents on their child's behalf included:

"I love how happy and safe [the childminder] makes me feel. I love how much fun she has with me and how much she plays with me."

Families provided snacks and packed lunches for their children. The childminder explained the importance of children enjoying a positive relaxed experience when eating that supported their independence, encouraged friendly social interactions and developed their communication skills. A parent commented; "The fact he/she learns so much from being there. Not just words but how to act such as walking holding hands with an adult and sitting at a table for lunch."

The childminder was nurturing and respectful with children's personal care and explained how sleep routines would be followed using current best practice and tailored to children's individual needs.

Children's personal plans contained relevant core information. Children's likes, dislikes, and interests had been gathered working alongside parents. An introductory meeting before they started was supporting the childminder to meet their health, welfare, and safety needs. One parent commented; "[The childminder] keeps us updated every day that our child is with her with photos and feedback. She regularly updates [their] personal plan."

Although 'All about me' profiles took account of children's individual needs and were linked to the developmental milestones and the SHANARRI wellbeing indicators, the childminder recognised children's plans needed to be further developed to reflect and detail more fully any emerging or changing needs, next steps and support strategies that may be in place. **(See area for improvement 1)**

The childminder communicated effectively with parents through regular conversations and daily discussions to support children's wellbeing. Through discussion she explained the importance of working collaboratively when needed with other professionals and agencies involved in a child's care and support.

Parents told us:

"[The childminder] always keeps me up to date with [my child's] developments."

"I always feel welcome to approach [the childminder] to discuss [my child]."

No children were being given medication at the time of the inspection. The childminder was regularly reviewing and updating her policy and procedures in line with current best practice guidance: 'Management of Medication in daycare and childminding services' and confirmed she would continue to do this.

### Quality indicator 1.3: Play and learning

The childminder engaged with children in a sensitive, nurturing and respectful manner to reassure and support their play, encouraging them to make choices, share and promote friendships. Children were busy, having fun and engaged well playing together. They had access to a wide range of age and stage appropriate toys and resources to support their play and learning both indoors and outside. Children were able to choose and freely access these resources supporting them to lead their own play. These experiences were being enhanced and enriched through strong connections with their own and the wider community.

One parent commented; "I see [the childminder] always makes an effort to set up different areas of play. For example, she had set up a fire station and the kids got to put out "the fire" one day which [my child] loved!"

The childminder was supporting children to explore their ideas and build on their interests. Informal planning approaches were child centred and responsive to children's individual needs and interests. For example, using observations to support the development of their natural curiosity, identifying next steps and progression in their play and learning. We discussed how this could be strengthened further by considering floor books as a way to record children's developing skills and progress, gathering their ideas and interests and identifying possible lines of development and challenge.

### Areas for improvement

1. To support children's health and wellbeing the childminder should further develop children's personal plans to ensure they reflect and detail more fully any emerging or changing needs, next steps and support strategies that may be in place.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My personal plan (sometimes referred to as a care 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) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

## 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.

### Quality indicator 2.2: Children experience high quality facilities

The childminder's home was clean, comfortable and well ventilated with plenty of natural light. Children had space to play and areas with soft furnishings for relaxation and comfort. Children had space to play together, relax on sofas or have time to themselves if they wished.

Children could enjoy free flow access to outdoor play and had access to a range of suitable resources that were being regularly replenished, including natural, open ended and loose parts play materials.

Children were able to make choices and select toys. Resources were accessible to children, providing opportunities for them to direct their own play and be independent. Importance was placed on being outdoors and engaging in the wider surrounding community with visits to the local beach, walks to "the field with horses", the picnic benches and the play park. This was supporting children to explore, be curious and enjoy risky play, promoting their imagination, sense of wellbeing, wonder and adventure.

Parents told us:

"[The childminder] always has the children out and about in the garden or for walks. I think it has helped [my child] learn to walk beside me and hold my hand whereas before he/she would always try to pull away and run in public. He/she loves to play in the sandpit and with all the outdoor toys in the garden."

Measures were in place to support children to enjoy a wide range of activities, the childminder kept a written record of all the risk assessments she undertook to enable them to be regularly reviewed, updated and shared with parents and children.

The childminder demonstrated good practice in infection prevention and control. For example, she modelled good hand hygiene and children were regularly reminded and supported to wash their hands at appropriate times, such as before and after eating and coming in from outdoors.

## 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.

### Quality indicator 3.1: Quality assurance and improvement are well led

The childminder was warm, welcoming and engaged well with the inspection process and was responsive to our suggestions for further development. She was committed to the ongoing improvement and development of her service to achieve the best outcomes she could for children and their families. She understood the importance of being outcome focused and placing high quality learning through play at the heart of her improvement planning.

The childminder had developed a range of policies and procedures that were readily available to parents, so they knew what to expect from the service. The childminder was reviewing and updating these regularly to ensure they remained in line with current legislation and guidance.

To support and sustain continuous improvement the childminder had begun to develop systems to monitor and evaluate all aspects of her service. For example, using best practice documents such as: 'A quality framework for day care of children, childminding and school aged childcare', 'Realising the ambition' and the 'Health and Social Care Standards (HSCS)' to reflect on what was working well in the service and what could be improved. As part of the process we suggested the childminder re-issued questionnaires to parents to seek their views and identify areas where she could improve. This was with a view to developing a plan with achievable targets that fully considers children's voices and views from parents. This would enhance the service moving forward enabling the childminder to reflect on suggestions and make improvements where required. **(See area for Improvement 1)**

The childminder communicated and engaged well with families. One parent said; "I find [the childminder] very easy to communicate with, very friendly and approachable." Parents were given regular updates on their child's development and learning through daily conversations, telephone calls and digital technology.

Parents told us:

"We haven't been approached to give an opinion on the service but we are very happy with everything [the childminder] does and couldn't fault her!"

"[Our child] is very happy to go to [the childminder's] each week and often doesn't want to leave. I can tell he/she always has a great time and often comes home having learned new things from being there. We are very happy with [the childminder's] service and would recommend her to anyone!"

### Areas for improvement

1. To support a culture of continuous improvement, the childminder should implement her plans to monitor and evaluate all aspects of her service delivery and develop a plan with achievable targets that fully considers children's voices and views from parents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

### 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 outweighed areas for improvement.

#### Quality indicator 4.3: Staff deployment

The childminder's husband is a named assistant on her certificate of registration and was present on the day we inspected. The childminder explained that he would join her when needed to primarily care for their own children. This was always carefully planned with parents notified and kept fully informed about when these arrangements would be in place.

The childminder was warm, welcoming and engaged well in the inspection process. She was open and honest during discussions and we could see her and her husband were a flexible and committed team wanting to deliver best outcomes for children and families. They communicated well with each other throughout the inspection to meet and support children's individual needs.

Both the childminder and her husband engaged with children in a responsive and respectful manner which supported their self esteem and confidence, promoting positive behaviour by role modelling kind words and friendly engagement with the children.

They communicated clearly and worked well together when their attention was needed with children. This contributed to effective supervision and good continuity of care throughout the day, resulting in children being confident and comfortable about routines and transitions.

The childminder's dedication and passion was supporting children to thrive and flourish. Her warmth, kindness and positive ethos of mutual trust and respect was promoting a happy, secure and supportive environment for children and their families. She was nurturing in her care and had formed strong attachments with the children and their families.

Parents commented:

"We have so much faith and confidence in [XXXXXX] as a childminder. Our [child] has a fantastic time every time he/she is there and we know he/she is safe, cared for and so well looked after and entertained when he/she is there."

The childminder had recently completed an SVQ in Social Services (Children and Young People). She also kept herself well informed through her membership with The Scottish Childminding Association (SCMA), as well as regularly accessing the Care Inspectorate 'Hub' and the Scottish Social Services Council (SSSC) website, where she had access to best practice guidance and online training. This was helping the childminder to build up her skills, knowledge and expertise to support children to learn, develop and achieve their potential. She had undertaken recent training in first aid, was clear what to do and who to go to should she have any child protection concerns and demonstrated a good knowledge and understanding of identifying and managing risk.

Although the childminder's husband had a good overview of the service's policies and procedures and was unlikely to be left alone with any minded children, we suggested that undertaking some specific training on child protection would be helpful.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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
4.3 Staff deployment	4 - Good

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