

Julie's Childminding Service

Child Minding

Kilmarnock

Type of inspection:
Unannounced

Completed on:
21 June 2024

Service provided by:

Service provider number:
SP2022000065

Service no:
CS2022000096

About the service

Julie Aird provides a childminding service from their family home which is located in the town of Stewarton, East Ayrshire. The service is close to local schools, shops and parks.

Children are cared for in an open plan living area that leads to a designated play room and rear garden. They have supervised access to the kitchen and a downstairs toilet.

The service is currently registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. The numbers are inclusive of the childminder's own family. During our visits, the childminder was providing a service to a two year old and a three year old child.

About the inspection

This was an unannounced inspection which took place on 20 June 2024 between 11:45 and 16:45. 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:

- spoke with two children using the service and two of their families
- spoke with the childminder
- observed practice and daily life
- reviewed and sampled documents
- reviewed family questionnaires.

Key messages

- Children were happy, safe and secure
- The childminder was kind, caring and nurturing
- Positive relationships had been formed with families
- Children were actively involved in their play and learning
- The childminder supported children's interests and preferences
- The childminder was committed to providing a quality service
- Families were happy with the quality of care and support provided.

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?	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.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

1.1 Nurture care and support

Children experienced kind, caring and nurturing support from the childminder who knew them very well. They were happy, safe and secure in the childminders home and were having fun with their friends. Strong attachments had been formed with the children and they responded to the childminder, seeking comfort and reassurance when needed. This contributed to children feeling safe, secure and well supported.

Children were relaxed, confident and settled in the home environment. The childminder was responsive to children and ensured they were happy and settled within the home. Settling in processes reflected individual family needs and were taken at a pace that was right for the child. This ensured children felt comfortable and relaxed.

During personal care routines, children's rights to privacy and dignity was promoted and respected. Interactions were warm and sensitive ensuring children's wellbeing was supported. The childminder promoted children's independence and self-care through gentle encouragement. As a result, children were able to manage their self-care, which helped promote their confidence and self-help skills.

Children's emotional security and wellbeing needs were well supported through comfortable, cosy sleeping arrangements. Children often slept during the day and a portable travel cot was available for children when they needed to rest or sleep. The childminder was aware of best practice in relation to safe sleep guidance. This meant that children were comfortable, safe and secure.

The childminder knew children very well. Personal plans reflected children's interest, preferences and stages of development. This meant that children's individual needs were supported and the childminder provided the appropriate care and support. Regular reviews of the plans meant that families could share information about children's health, safety and welfare needs. The childminder worked closely with families to develop specific strategies to support children when they needed additional support. Most families strongly agreed that they were fully involved in their child's care, including developing and reviewing their care plans. This meant that children's needs were well supported.

Lunch time was an inclusive, relaxed and unhurried experience. Younger children were placed in high chairs for their safety and encouraged to eat their food independently. Older children sat at the child sized dining table and enjoyed the social experience. Children were offered healthy food and snacks and encouraged to drink their water. This helped promote their independence and a healthy lifestyle.

1.3 Play and learning.

Children had access to an extensive range of resources and play experiences. Resources were suitable for their age and stage of development and children were able to lead their own play and self-select. They had access to good quality books, puzzles, floor games and small blocks. Children played on the floor; they shared resources and co-operated with each other. This supported their learning and social skills.

The childminder supported children's learning by joining in on their play. They encouraged children to sing and dance to musical games. Arts and craft opportunities enabled children to draw with paint pens and explore their thoughts and ideas. Children were using imaginative toys to role play in the 'hospital' and the 'kitchen'. As a result children were developing their creative and imaginative skills.

A mud kitchen had been recently added to the outdoor area. This included real life resources such as ceramic dishes, utensils, pots and pans. Children were enjoying the novelty and were using mud and water to mix and pour their 'cakes'. This provided new learning experiences and sparked their interests.

Play experiences were extended through opportunities within the local community. The childminder took the children to the park most days. This provided children with exciting and challenging experiences. Children were having fun playing on the swings, seesaw and obstacle courses. They were challenging themselves as they walked across the 'wobbly bridge' and climbed the stairs of the chute to slide down. The childminder praised the children and encouraged them to take small risks, reminding them to stay safe. They acknowledged the children's achievements and reassured them when they needed support to build their confidence. This helped develop children's physical skills, confidence and self-esteem.

The childminder recorded children's interests and learning in a daily diary. This allowed them to reflect and consider how they could provide further opportunities and experiences for children to learn through their play. The childminder followed the children's interests and was confident in supporting their play and learning. This meant that children were progressing well.

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/people, therefore we evaluated this key question as very good.

2.2 Children experience high quality facilities.

The childminder's home was warm, welcoming and well maintained with plenty of natural light and ventilation. Children had access to the main living area which led to a designated play area and large outdoor garden. This was managed well and children could choose where they wanted to play. As a result, children had choices about how they wanted to spend their time at the service.

The living area was well furnished and comfortable. Children played on the carpeted area with construction games and enjoyed interactive singing and dancing activities. Soft seating gave children an area to rest and relax if they chose. Children had access to a travel cot when they needed to sleep. This enabled children to set the pace of the day which supported their emotional wellbeing.

The designated play area was well resourced and provided a wide range of accessible games, books, puzzles, imaginative and small world toys. Children used the area well and chose the resources they wanted to play with. They played co-operatively and were having fun. This meant that children were self-directing their play.

Children had access to learning experiences outdoors for energetic play, for example, balls, ride on cars and seesaws to help develop their balance and movement. As a result, children were developing their confidence, co-ordination and physical skills.

Children's health and wellbeing was promoted through good infection prevention and control measures to

ensure a safe and hygienic environment. Children were encouraged to develop self-care skills and follow good hand washing procedures. We observed good cleaning practices after lunchtime and the home and resources were well maintained. This meant that children were cared for in a pleasant and clean environment.

How good is our leadership?

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.

3.1 Quality assurance and improvement are led well

The childminder was committed to ensuring the service was tailored towards the needs of families. They had formed positive and trusting relationships with families and this was reflected in their values and practice. We spoke with families who told us that they felt comfortable with the childminder and that they were approachable, reliable, trustworthy and very supportive. This helped children feel safe, secure and well supported.

Families were encouraged to share information about the quality of the service. The childminder asked families for feedback about how well the service was meeting their needs and for suggested improvements. Families told us that the childminder acted on suggestions and that they were happy with the quality of care and support provided to their children. This meant that families influenced change and helped improve the quality of the service.

Opportunities for chats about children's experiences were provided at the end of the day. Regular photographs and messages were sent to families with updates on children's progress and development. Families told us that they enjoyed the daily updates. As a result, children benefitted from effective communication between the childminder and families.

The childminder was reflective and had identified areas for development and made the necessary improvements, for example improving the resources available in the outdoor play area. They recognised that children needed different play opportunities to support their learning and therefore purchased new play equipment. This contributed to positive outcomes for children.

The childminder was aware of their strengths and areas for development. To further support this, we suggested keeping a journal to ensure future training, reading and learning was recorded. This would help them to identify professional learning and development that would help them in their role.

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.

4.1 Staff skills, knowledge and values

The childminder was warm, caring and nurturing towards the children and responded to their individual needs. They had formed positive and trusting relationships with children and families. All families strongly agreed that the childminder was nurturing and responsive to their children's needs. This ensured children experienced high quality care and support.

The childminder was sensitive to children's individual care and support needs and ensured their emotional needs were met. For example, when children became upset the childminder quickly comforted and reassured them in a calm and supportive manner. This meant that children's needs were well supported.

The childminder was aware of the importance of having the appropriate skills and knowledge to offer high quality care and experiences for children. They spoke about children's learning needs and the importance of play and child led learning. As a result, children benefitted from a childminder who was committed to developing their skills and knowledge

The childminder valued training opportunities and support provided by the local authority and they had undertaken some self-directed learning to support their practice. They had completed first aid and child protection training. As a result, children were protected from harm.

Families were kept up to date with children's progress and development. The childminder had created a welcoming home environment for families to talk openly and feel comfortable and valued. Feedback from families was very positive. They strongly agreed that the childminder supported their children's care, play and learning. One family commented, "My child loves going and I couldn't be happier. I would 1000% recommend to anyone and will use them for future kids".

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?	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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