

Cuilc Kids Childminding Service Child Minding

Pitlochry

Type of inspection:
Unannounced

Completed on:
18 July 2024

Service provided by:
Agnieszka Pyka

Service provider number:
SP2016988022

Service no:
CS2016347251

About the service

Cuilc Kids Childminding Service, provided by Agnieszka Pyka, is registered to care for a maximum of 6 children at any one time up to 16 years of age: of whom no more than 6 are under 12 years; of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers include children of the childminder's family/household.

From 19 August 2023 to 1 November 2025 (as identified in the variation dated 3 July 2023) the childminder may care for a maximum of 7 children at any one time up to 16 years of age: of whom no more than 6 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. Should any child leave the service or no longer required care before 1 November 2025 this element of the condition will cease with immediate effect.

From 19 August 2023 until 20 August 2025 on a Tuesday and Thursday between 09:00 and 14:00 (as identified in the variation dated 3 July 2023) the childminder may care for a maximum of 6 children at any one time up to 16 years of age: of whom no more than 6 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. Should any child leave the service or no longer required care before 20 August 2025 this element of the condition will cease with immediate effect.

Overnight service will not be provided. Minded children cannot be cared for by persons other than those named on the certificate.

The service operates from the childminder's home in Pitlochry. The service is close to local amenities including green spaces, nursery, school and shops. The service is provided within a detached bungalow. The minded children have access to all areas of the house, including a large fully enclosed garden.

About the inspection

This was an unannounced inspection which took place on 18 July 2024 between 10:30 and 14:00. One inspector carried out the inspection.

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.

In making our evaluations of the service we:

- spoke with children and three parents using the service
- we spoke with the childminder
- observed practice and children's experiences
- reviewed documents.

Key messages

Children benefitted from responsive and nurturing relationships which contributed to children remaining happy and relaxed.

Children were cared for in a welcoming and homely environment. They benefitted from very good use of the outdoor environment.

Frequent use of the wider and local community and garden space is promoting children's identity and supported children's physical wellbeing.

Quality assurance processes were in place to promote continuous improvement.

The childminder used their skills and experience to support children's needs. They regularly sourced training to continually develop their practice.

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?	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 were nurtured through daily experiences. The childminder was caring and respectful to children. They used warm interactions to support children, enabling them to feel safe. A parent told us, "[The childminder] is the most warm, lovely person. [The childminder] adores each child they look after. My children love them and their days at their childminding service are filled with fun learning, and the best care that could be provided". As a result, children were content and thriving within a kind and caring environment.

All children had personal plans that reflected key information about their care needs, likes and dislikes. Parents reviewed these regularly in partnership with the childminder. Parents told us that they felt the childminder communicated well. They told us, "We talk a lot, [the childminder] knows my child really well and is happy to help wherever they can". This enabled them to regularly discuss their child's needs and to share any necessary changes to their children's care and support.

The childminder had a very good understanding of their roles and responsibilities in protecting children from harm. They knew what measures to take should they have concerns for a child's welfare. A child protection policy was in place and included contact numbers of relevant agencies to ensure concerns were shared with the right people. This knowledge and confidence in taking action contributed to the safeguarding of children.

Children were fully supported to have periods of rest and sleep, as and when needed. The childminder was attuned to children's cues and was responsive to their needs. This impacted positively on children's health and wellbeing. The childminder was aware of safe sleep guidance. A baby monitor was used to ensure children were safe and well supervised during their sleep. As a result, children were provided with an appropriate and nurturing space to sleep well.

The lunch and snack time experience was relaxed with children having time to enjoy their food. A choice of healthy meals and snacks, such as soups and vegetable pastas, were offered to children. They benefitted from preparing some lunches. They told us they loved the broccoli pasta. The childminder sat and chatted with children as they ate, providing a positive social mealtime. Children were supported to eat independently, where appropriate, which enabled them to develop life skills.

Quality Indicator 1.3: Play and learning

Children had fun playing through a very good balance of planned and spontaneous play and learning experiences. The childminder took time to arrange toys and activities which followed children's interests and development needs. They enjoyed playing in the garden, digging in the mud and riding on the bikes and cars available to them. The childminder used their knowledge of child development to introduce engaging activities for children. For example, one parent told us, "[The childminder] adapts things for them according to any suggestions or changes we make and is always fully aware of where they are developmentally, health wise and dietary wise, all of which can be easily discussed with them". This enabled children to experience high quality play and learning.

A range of games and resources supported some opportunities to develop language, literacy and numeracy skills. Parents told us they were happy with the variety of learning opportunities for their child. For example, one parent told us, "[The childminder] takes the children out and about and has different types of play out all the time. [The childminder] listens and looks at the children and makes sure there is something for everyone's interests and learning experiences". This provided children with quality opportunities to reach their full potential.

Children had the opportunity to visit various places in the community, including the local park, groups and a nearby adventure park. This helped to extend their play and learning opportunities, be active and to socialise with other children. Parents expressed that they were very happy with the experiences their children received. One parent told us, the childminder offered, "amazing play equipment for outside and also takes them on day trips and excursions that are either local or slightly further away ... so the children not only have fun but are very active".

The childminder shared information with families through text messages, providing pictures of children taking part in activities and information about what they had been learning. All parents felt welcomed into the childminder's home to discuss their child's care, play and learning needs. One parent said, "We talk about development all the time and if we feel something needs addressed, we talk about how to do this". We found evidence of how children's needs and interests influenced their play and learning experiences. This enabled parents to be fully involved in their children's care, play and learning experiences.

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

The childminder's home was clean, cosy and welcoming, which provided a homely environment for the children. There was good natural light, with ample space for the children to move around, play and learn in. Children had access to a living area that included comfortable chairs to sit and relax together. One parent told us, "Overall the setting is very child friendly, with the kids being at the forefront of how [the childminder] organises the house and outdoor space". This enabled children to feel valued and supported in a respectful and inclusive ethos.

The indoor and outdoor environments were developmentally appropriate spaces. Parents were happy with the service and told us their children were always given the opportunity to play outdoors. They shared that, "[The childminder] has an amazing selection of play for all the children their outside area the outside kitchen. [The childminder] has a collection of dressing up, painting and messy play". This resulted in children receiving good opportunities that enhanced their care, play and learning experiences.

Infection control measures met current best practice. The childminder used personal protective equipment, such as gloves and aprons, when required. Children were encouraged to wash their hands at key times of the day, reducing the risk of spread of infection. Spaces were clean and well organised to support a safe environment.

Risk assessments were in place to minimise harm to children. The childminder had used these to ensure careful consideration was given to child's daily experiences, such as playing in the garden and outings. This supported safety for children, families and the childminder.

Children's personal details were stored and managed safely in line with General Data Protection Requirements. This ensured children's and family's information was protected. A CCTV policy was not in place for a camera used in the setting. The childminder agreed to implement this to ensure everyone was fully informed of how their data was used and stored.

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 led well

The childminder provided a service that met the needs of individual children and families they cared for. Holidays and planned time away were well considered, which kept parents well informed. Families were supported with patterns of care they required, ensuring the service met their and their child's needs.

Aims and objectives detailed the service provided and helped children to be safe, included and respected. These were reviewed routinely to ensure they fully reflected those using the service. Children and families' views were sought in the process to ensure their views and opinions are valued.

The childminder informally used self-evaluation to identify progress and recognise strengths and areas for improvement. This demonstrated a commitment to continually improving practice and valuing feedback from those using the service. They measured quality of children's care, play and learning through general discussions with parents and observations of children's level of happiness. This allowed the childminder some opportunity to be immediately responsive to children and families' requests and make changes. Use of quality audit tools such as, 'A quality framework for daycare of children, childminding and school-aged childcare' would support the childminder to reflect further. This would support them to celebrate what is going well and identify areas for improvements.

Children's care, play and learning needs were at the heart of improvement planning. The childminder listened to children's views to enable them to decide on their care. All parents strongly agreed that they and their child were involved in a meaningful way to help develop the service. One commented that, "[The childminder] will always ask the children what they like, taking their preferences on toys and equipment into consideration. [The childminder] also always informs us and keeps us up to date on how things are evolving in their childcare setting. We always feel able to be involved however much we wish to be". This demonstrated a commitment to providing good quality experiences for children and families.

The childminder was able to discuss planned improvements for the setting, for example, installing a new outdoor mud kitchen and supporting transitions to school. However, these were not always recorded. This limited opportunities for reflection and risked improvement opportunities to be missed. We suggested ways, such as keeping a reflective diary, to support monitored and measured 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: Skills, knowledge and values

Children's wellbeing was well supported through the childminder's kind and nurturing approach. This ensured that children and families felt safe and respected. The childminder had a clear understanding of how children learn and develop. They were kind and patient when interacting with children. A parent strongly agreed that they felt they had a strong connection with the childminder. They told us, "[The childminder is] extremely personable, easy to communicate with and accommodating. [The childminder] has always been super reliable and great with our children, who are both incredibly fond of [the childminder]". This positively impacted children's overall wellbeing and helped them to feel loved, valued and secure.

Children were at the heart of the service. All parents told us they were always welcomed into the childminder's home to discuss their child's care, play and learning. The childminder carefully considered their needs, likes and interests to support improvement within the service. We shared the benefits of keeping a reflective diary to enable them to focus on goals and provided more opportunities to identify strengths and areas for improvement. Overall, the childminder had a positive, enabling attitude that effectively used changing needs and feedback to improve the service.

The childminder had a wealth of knowledge and experience of working with children. They had also developed some positive links with other childminders and this encouraged the sharing of good practice and ideas. The childminder had a good network of support, which further enhanced good quality practice and experiences for children. Parents told us, "We feel very confident in [the childminder's] abilities and really value them as our childminder, knowing our children are well looked after and are having lots of fun too".

The childminder showed very good reflective practice that positively impacted children. They understood the importance of reflecting on their own professional development to ensure they provided a high standard of care, play and learning. They had recently taken part in training, including first aid, food hygiene and infection control. They were proactive in sourcing professional development opportunities, including using Care Inspectorate's provider updates to keep informed with the most up to date good practice.

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?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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