

Wendy's Childcare Child Minding

Lochgilphead

Type of inspection:
Unannounced

Completed on:
12 August 2024

Service provided by:
Wendy Thompson

Service provider number:
SP2016988273

Service no:
CS2016349178

About the service

This service registered with the Care Inspectorate on 8 November 2016. The service provider is Wendy Thompson.

Wendy's Childcare is a childminding service. The service operates from the childminder's home, located in a rural area close to Lochgilphead. The service is provided from a semi detached two-storey house, with children having access to the ground floor and back garden.

Current registration allows the childminder:

1. To provide a care service to a maximum of six children up to the age of sixteen years, of whom no more than three children are not attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.
2. Overnight care will not be provided.
3. Minded children cannot be cared for by persons other than those named on the certificate.

About the inspection

This was an unannounced inspection, carried out by one early learning and childcare inspector, which took place on 7 August 2024. To prepare for the inspection we reviewed information about the 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 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 very warm, nurturing care and support.
- The childminder's dedication and passion along with her skills, knowledge and expertise were supporting children to thrive and flourish.
- Importance was placed on being outdoors along with carefully planned opportunities for children to engage in the wider community.
- The childminder communicated and engaged very well with families.
- The childminder's warmth, kindness and positive ethos of mutual trust and respect was promoting a very 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?	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

We were able to see children experiencing very warm, caring and nurturing support. The childminder engaged skilfully with them to reassure and support their play, encouraging them to make choices, share and promote friendships. She knew children extremely 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. Children were happy and very settled in the service. They were relaxed and confident around the childminder and in the home from home environment.

Parents commented:

"[My child] is happy, learning and comfortable with all of [their] emotions with [the childminder] and I feel like that really matters. If [my child] is upset about something he/she will tell her and equally if he/she is happy he/she shows this too."

"The environment is basically home from home so [my child] feels so happy and comfortable there, he/she gets all their needs met and is excited every day to go to [the childminder's] house, we don't ever have to worry or stress about leaving [my child] at [the childminder's]."

Families provided snacks and packed lunches for their children. Children enjoyed a positive, relaxed lunchtime together where the childminder encouraged friendly social interactions, developing their communication skills and supporting children well with their independence.

The childminder was nurturing and respectful with children's personal care, inviting them to have their nappies changed and supporting them with sensitivity throughout the experience. Sleep routines were being followed using current best practice and tailored to children's individual needs. For example, we were able to see children sleeping comfortably on their own sleep mat with bed linen provided for them in their favourite colour.

Children's personal plans contained relevant core information. Children's likes, dislikes, and interests had been gathered working alongside parents at an introductory meeting before they started, supporting the childminder to meet their health, welfare, and safety needs. A parent commented, "[The childminder] really fulfils all needs for [our child] and I've never had any concerns."

Plans were tailored to children's individual needs with observations and next steps linked to the developmental milestones and the (safe, healthy, achieving, nurtured, active, respected, responsible, included) SHANARRI wellbeing indicators. Children's plans were being regularly reviewed and updated in line with legislation. The childminder was in the process of developing these further to include an all about me profile with more detailed next steps, as well as any support strategies that may be in place.

The childminder communicated effectively with parents through conversations, daily discussions and a written report at the end of each day to support children's wellbeing.

Through discussion she explained the importance of working collaboratively when needed with other professionals and agencies that may be involved in a child's care and support.

Parents told us:

"[The childminder] communicates every day in great detail about all parts of their day and is always checking in and meeting our needs. [The childminder] keeps good track of all development and milestones."

"[Our child] is continuously developing, [the childminder] always talks through what they're learning about or what they're working on and what she thinks may need more time spent on. Her communication with us as a family is amazing and she keeps us up to date with everything that's she's going to be doing."

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, encouraging them to explore their ideas, build on their interests and make choices. Children were happy, motivated and busy having fun, engaging well with each other and the play and learning opportunities on offer. 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 connections with their own and the wider community.

Parents commented:

"[My child] loves walks around the village, going to see the farm animals- horses; sheep; cows . They also help with gardening and learning garden maintenance."

"They go on walks. Messy play, role play, imagination, physical- indoor and outdoor, these [all] go along side what [my child] is interested in at the time."

"[My child] loves every aspect of being at Wendy's childcare. He/she has come on so much with the time and efforts that [the childminder] has given him/her."

The childminder was supporting children very well to explore their ideas and build on their interests. 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. The childminder was considering strengthening this further by introducing 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.

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, 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 the sofa or have time to themselves if they wished.

Children had access to an extensive range of suitable resources that were being regularly rotated and 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 the childminder carefully planned opportunities for the children to engage in the wider community. For example, with walks to the play park and surrounding fields to see the horses. This was supporting children to explore, be curious and enjoy risky play, promoting their imagination, sense of wellbeing, wonder and adventure.

Parents told us:

"[Activities and resources include] playing in the garden, painting, play doh, general crafts, dancing, exercises, singing nursery rhymes, and dressing up, [as well as] reading books, imaginative play, baking and planting seeds."

"[My child] enjoys counting with blocks, learning colours with flash cards. [The childminder] is so good at changing outdoor play too, [my child] loves being outdoors and [the childminder] has an amazing space for this. He/she interacts well learning outside. They have fun with sand/water play, bikes and ball play."

Measures were in place to support children to enjoy a wide range of activities, the childminder was in the process of reviewing the written records she kept of all the risk assessments she undertook. This was with a view to revising the format to enable them to be more easily 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 welcoming, engaged well with the inspection process and was responsive to any 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 and was at the early stages of self-evaluation using our new quality framework.

The childminder had developed a range of policies and procedures, and these were made readily available to parents, so they knew what to expect from the service. The childminder confirmed she would continue to review and update these regularly to ensure they remain in line with current legislation and guidance.

The childminder was in the early stages of developing formal quality assurance processes.

As a starting point we suggested she issue questionnaires to parents to seek their views and identify areas where she could improve. This would enhance the service moving forward enabling the childminder to reflect on suggestions and make improvements where required.

The childminder could then develop a plan with achievable targets and make links to best practice guidance. For example: 'A quality framework for day care of children, childminding and school aged childcare', 'Realising the ambition' and the 'Health and Social Care Standards (HSCS)'. This would support the childminder to reflect on what was working well in the service and what could be improved. This will also ensure children and families continue to have meaningful opportunities to contribute to the development of the service. **(See area for Improvement 1).**

Areas for improvement

1. To support a culture of continuous improvement, the childminder should develop monitoring and self-evaluation processes that will help to identify service strengths and areas for further improvement.

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?

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: Staff skills, knowledge and values

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 very 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:

"[The childminder] really cares for the children she cares for and that's really seen as a parent. She shows integrity, honesty and is compassionate."

"[The childminder] is really great, she's so patient and nothing is a bother, her patience and skills and the trust I have in [the childminder] is invaluable."

"We couldn't ask for better care of [my child] at [the childminders] house."

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

The childminder kept herself well informed through her membership with The Scottish Childminding Association (SCMA) and had built up her skills, knowledge and expertise over many years to support children to learn, develop and achieve their potential. She was 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. 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 very good knowledge and understanding of identifying and managing risk. She was fully aware she needed to update her child protection training and intended to do this at the earliest opportunity.

As part of her professional development going forward we suggested she keeps a record of the impact of training on outcomes for children. This would link and enable further training to be identified as part of the ongoing evaluation and development of her service.

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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