

Turnbull, Mrs Alison and Mr Kenneth Child Minding

Broxburn

Type of inspection:

Unannounced

Completed on:

24 July 2024

Service provided by:

Turnbull, Mrs Alison And Mr Kenneth
Turnbull, Mrs Alison And Mr Kenneth

Service provider number:

SP2003906506

Service no:

CS2003012787

About the service

Alison Turnbull, trading as Mrs Alison and Mr Kenneth Turnbull, operates a childminding service from their home in a residential area of Broxburn, West Lothian. Alison is the main childminder, with occasional support from Kenneth.

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. Minded children can only be cared for by persons named on the certificate.

The service is close to local amenities including schools, parks and shops. Children benefit from a dedicated playroom and have access to the dining kitchen, downstairs toilet and enclosed back garden.

About the inspection

This was an unannounced inspection which took place on Wednesday 24 July 2024 between 10:00 and 12:15. 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 children in the service
- reviewed digital responses from four families
- spoke with the childminder
- observed practice and interactions with children
- reviewed documents.

Key messages

- Children were cared for with kindness, respect and a compassionate approach.
- Children benefitted from a homely environment that was clean, tidy and well furnished.
- The experienced childminder demonstrated an understanding of how children develop and learn.
- Children were having fun and were engaged in leading their play and learning.
- The childminder should develop quality assurance and self-evaluation processes.
- The childminder should ensure they engage in mandatory and relevant training opportunities.

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?	3 - Adequate
How good is our staff team?	3 - Adequate

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 found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Quality Indicator 1.1 - Nurturing care and support

Children were cared for with kindness, respect and a compassionate approach. The childminder knew children very well. They took into account personal preferences and personalities, and offered support and encouragement to promote children's independence. They understood the importance of secure, positive relationships with families to ensure children experienced consistency in their care and routines.

Families were very happy with the service provided. One parent told us, "The childminder has been there for my family through very tough times and has extended her support when needed." Another family said, "the bond she has with my kids is great and also has very good communication with the parents." As a result, children were relaxed and happy in a service that supported their overall wellbeing.

The childminder had developed personal plans for children in a way that worked well for the service, children and families. Important information was recorded and updated regularly. This meant that the care provided met the needs of individuals and respected the wishes of parents.

Packed lunches were usually provided by parents during school holidays. On the day of inspection it had been planned for children to accompany the childminder to the shops to buy a picnic lunch. Children came together to eat their morning snack. They enjoyed a positive social experience as they chatted, with the childminder close by.

At the time of inspection no children required medication. We shared best practice guidance and discussed using this to develop the childminders medication policy. Sharing the policy with families would further support them to have a clear understanding of service procedures.

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.3 - Play and learning

Children were busy and engaged in leading their play and learning during the inspection. They independently accessed a variety of resources appropriate to their age and stage of development. The childminder supported children to develop numeracy skills as they measured each other and compared heights. Older children enjoyed helping younger ones with this activity. They also had fun as they role played using toy money. The childminder skilfully supported them to share fairly and equally. They encouraged children to look at the numbers on the notes to make sure everyone had the same. As a result, children were happy and developing confidence in their abilities as they learned through play.

The childminder understood the positive impact that outdoor play had on children's overall wellbeing. Children told us about the different parks in the area and discussed what they liked about each of them. They were excited to be going to the park on the day of inspection, and having a picnic lunch. Outdoor

experiences meant they were learning about the benefits of an active lifestyle that promoted their health and wellbeing.

The childminder was responsive in their approach to planning play and learning opportunities, based on children's needs and interests. Children usually attended the service for a short time before and after school. During school holidays they attended as and when needed. This meant that observations of children's learning and experiences were shared informally at the end of the day with families as they collected children. The childminder also made use of digital messaging to share information with parents. We discussed ways to involve children in recording their experiences. This would provide them with opportunities to celebrate their successes and achievements and promote a sense of pride.

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

Children benefitted from a homely environment that was clean, tidy and well furnished. The dedicated playroom was comfortable, organised and offered them ample space to play and explore a variety of activities. There was also space for children to rest and relax. Seating and soft furnishings had been arranged in a way that gave children a sense of ownership and belonging. They also had access to the dining kitchen and downstairs toilet. The carefully considered layout offered children choice, and gave them a message that they mattered.

The large garden at the rear of the property was fully enclosed and secure. There was a mix of grass and all weather artificial grass surfaces. This supported children to access fresh air and the outdoors all year.

The property was well maintained indoors and outdoors. Dynamic and informal risk assessments were carried out daily to ensure children were safe. We discussed ways to involve children as the childminder develops and records detailed risk assessments. This would provide children with opportunities to develop important life skills as they consider how to minimise risks. (See area for improvement 1).

Infection prevention and control measures were in place. Regular cleaning procedures meant the spread of infection was minimised. Handwashing at key times should be encouraged to further enhance infection prevention and control measures.

Areas for improvement

1. To ensure children's safety is promoted the childminder should develop and record detailed risk assessments as they consider risks and how these will be mitigated. These should include, but are not limited to, risk assessments for outings and the garden area.

This is to ensure I experience a high quality environment and is consistent with the Health and Social Care Standards (HSCS) which state, 'My environment is secure and safe.' (HSCS 5.19).

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality Indicator 3.1 - Quality assurance and improvements are led well

The childminder had a clear vision and aim for the service, "To provide a safe, happy and homely environment for the children in my care." Their values were evident in the responsive, fun and nurturing interactions observed throughout the inspection. Families told us, "I love the service provided and would never consider sending them anywhere else. I feel lucky to have a space for both my children." Another family said, "My child along with all other children I have seen at Alison's have been happy and content and thriving." The caring nature of the childminder meant that children felt loved, safe and secure.

Positive relationships had been established with children and families. Informal ways were used to evaluate the service. Regular communication meant children and families could influence the care provided. As a result the childminder understood what was important to ensure they met the needs of children and families.

The childminder should develop formal ways to evaluate the service. We highlighted best practice guidance which would help with this. For example, A Quality Framework for daycare of children, childminding, and school aged childcare, and the Care Inspectorate bitesize resources. This would support the childminder to reflect and record what is working well in their service and what could be improved. This would also support children and families to have meaningful opportunities to contribute to the development of the service. (See area for improvement 1).

Areas for improvement

1. To ensure children receive high quality care and support from the continued development of the service, the childminder should develop quality assurance and self-evaluation processes. Procedures should be created that include ways to gather parents' and children's views. This will help identify any areas for improvement that will impact positively on outcomes for children.

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

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality Indicator 4.1 -Staff skills, knowledge and values

Children had developed secure relationships with the childminder. Spontaneous cuddles and children telling the childminder "I love you" throughout the inspection demonstrated their strong attachments. Care Inspectorate questionnaires were sent to families to help us gather their views on the service. When asked what they liked about going to their childminders children told us, "Getting to play with my friends." As a result children's emotional wellbeing benefitted from positive relationships.

The experienced childminder demonstrated an understanding of how children develop and learn. They

made use of online information as they researched practice ideas shared on social media. The self-evaluation process may help the childminder to identify where additional training would be meaningful and relevant to the service. They should ensure mandatory training, such as Child Protection, is kept up to date and refreshed regularly. The childminder should record their learning, research and professional reading. They should also reflect and evaluate the impact it had on their service, and on outcomes for children. (See area for improvement 1).

Areas for improvement

1. To provide the best possible outcomes for children the childminder should ensure they engage in mandatory and relevant learning opportunities to keep their knowledge and understanding current. This should include, but is not limited to, Child Protection training.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'I experience high quality care and support that is right for me and is based on relevant evidence, guidance and best practice.' (HSCS 4.11).

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

In order to improve outcomes for children, the childminder should embed a culture of self-evaluation and quality assurance to ensure good outcomes for children. Parents and children should be included in the process.

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).

This area for improvement was made on 31 July 2023.

Action taken since then

The childminder had not developed formal self-evaluation and quality assurance processes. We discussed ways to begin to record reflections and comments from children and families.

This area for improvement has not been met. Therefore a further area for improvement has been made within this report.

Previous area for improvement 2

To ensure children receive care and support according to best practice in early learning and childcare, the childminder should enhance their practice by updating knowledge and skills through training and professional reading.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 31 July 2023.

Action taken since then

The childminder had taken some time to engage in online professional reading via social media. For example, Facebook posts. They also received 'provider updates' from Care Inspectorate. We highlighted further reading and learning opportunities, and discussed ways to record the impact of this on outcomes for children.

This area for improvement has not been fully met. Therefore a further area for improvement has been made within this report.

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	5 - Very 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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.1 Staff skills, knowledge and values	3 - Adequate

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