

# Murphy, Lynn Child Minding

Bo'ness

**Type of inspection:**  
Announced (short notice)

**Completed on:**  
24 July 2024

**Service provided by:**  
Lynn Murphy

**Service provider number:**  
SP2003905623

**Service no:**  
CS2003011318

## About the service

Lynn Murphy provides a childminding service from her home in Bo'ness. All facilities for children are on the ground floor. They have access to a spacious dining area, toilet facilities, lounge and enclosed garden. The service is close to local amenities.

The service is registered;

1. To provide a care service to a maximum of eight children at any one time under the age of 16, of whom a maximum of six will be under 12, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

Any other conditions unique to the service:

2. Minded children cannot be cared for by persons other than those named on the certificate.

3. Overnight care will not be provided.

4. Kevin Mowatt and Lee Murphy are employed as assistants.

## About the inspection

This was a short notice inspection which took place on Monday 22 July 2024 between 09:30 and 12:30. We gave feedback to the childminder on Wednesday 24 July between 15:45 and 16:30. 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 one child using the service and took account the information from seven parents/carers who completed the electronic questionnaire
- spoke with the childminder and assistant
- observed practice and how children were supported in their play, learning and routines
- reviewed documents.

## Key messages

- The childminder and assistant interacted with children in kind, nurturing and supportive ways.
- Relationships with parents and carers were well established.
- The childminder and assistant knew children very well and supported their individual needs and routines.
- Children's emotional well-being was very well supported.
- Quality assurance could be further developed to include information on the progress made.

## 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?	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.

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good as there were important strengths with some areas for improvement.

### Quality Indicator 1.1: Nurturing care and support

Children were cared for in a kind, warm and nurturing way. They benefitted from close attachments with the childminder and assistant who knew them well. Patient and respectful interactions meant that children were well settled and comfortable in their care. They had also developed nice friendships with each other. One child's view was "I have fun with my friends." Parents shared "She (childminder) understands my children's needs and has taken the time get to know them and what works for them individually."

Effective communication with families meant partnership working with parents was well established and enabled the needs of children to be met. Regular information shared about their children helped parents feel included and involved in what they were doing. Parents told us "The conversation is always open in regards to my child's care. She's (child) constantly developing or changing what she likes and does not like and our childminder is forever updating and changing her routine with our instruction no questions asked." And "We discuss behaviours and strategies, she discusses plans with the children."

Personal plans contained relevant information gathered about children when they started using the service. While this was reviewed, the childminder confirmed that children's development and progress was mainly shared verbally with parents. She described strategies and approaches used to support children's well-being and build resilience. For example, helping them with transitions. To assess if they are effective at supporting children to have positive outcomes, these need to be included within personal plans. Through discussion, parent feedback and seeing practice, we were confident that children's needs were met.

The childminder was in the process of improving personal plans. We asked that at review, as well as any changes, it should be noted if approaches were effective at supporting children to have positive outcomes. This would enable progress and any what hanging needs to be updated. **(See area for improvement 1).**

### Quality Indicator 1.3: Play and learning

Children's play and learning was supported by the childminder and assistant's positive interactions. As their interests were responded to, children were involved in activities that they wanted to do. Parent's said "Our daughter loves arts and crafts and is freely allowed to do so whenever she likes. She is encouraged through creative play. She also loves being outdoors and with weekly trips to either the park or soft play this is always met." And "Lynn offers a wide range of activities, my child loves going to soft play and toddler groups where she can play in a safe and fun environment and develop her relationships with other children her age." Children said they were "Always doing different activities and learning new things everyday."

The local community was well used to extend children's experiences. For example, going to toddler group promoted opportunities for socialisation. Children also benefitted from being in the natural environment. Freedom to run around and experience nature promoted positive outcomes for their health and well-being. Parents said " Lynn also take my child to places like the parks, beaches and explores the local and wider community. She also provides indoor activities like crafts and painting which my child loves."

Children and parents influenced the activities offered as they were asked for ideas. During school holidays this resulted in a programme of activities being developed. From photographs and parents comments, we saw how children benefitted from the range of activities and outings provided. As a result, they were making good progress. Parents shared that children went on "Outings to the museum and safari park for example. Creative activities with crafts, educational activities with reading, writing and numeracy." And "The kids go on trips and has plenty of educational activities for the kids to do." The childminder and assistant were in the process developing ways to capture children's learning and how their development was. We suggested ways that would help capture children's learning. For example, using observations more to record significant learning, noting achievements for children and identifying 'next steps'. This would help track and support their learning and development for continued progress. (See area for improvement 2).

### Areas for improvement

1. To support children's development, techniques and strategies used to support them should be included within personal plans. When reviewed, they should be assessed to note how effective they are to support children to make progress and achieve. Next steps should be identified to support children's continued development.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards which state that 'My personal 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).

2. To support positive outcomes for children's learning and development, the childminder should develop the use of observations and record activities children participate in. They should be used to assess their progress and identify 'next steps' for their continued learning and development.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards which state that 'I am supported to achieve my potential in education and employment if this is right for me. (HSCS 1.27).

### How good is our setting?

**5 - Very Good**

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

#### Quality indicator 2.2 - Children experience high quality facilities.

The childminder had created a warm, welcoming and homely environment for children. We saw that the environment was clean, hygienic and well maintained for children. Risk assessments meant children's safety was promoted indoor and outdoors as hazards had been identified and minimised.

Children benefitted from a dedicated, spacious room where could be involved in a range of activities. The toys and activities available for children were of good quality. They used their imagination as they made models, used art and craft materials and played with construction toys. The fully enclosed garden offered children a safe space to play. During their play children said "We've made an iPad. It's also a birthday cake."

Community resources such as local parks and toddler group were well used to extend children's interests. They had fun exploring the natural environment and the opportunities to socialise with other children. They

learned about risk, had freedom to run around and played on large equipment which developed their physical skills and confidence.

Children's safety was promoted as the childminder ensured all equipment used suited the needs of children. We saw that children were familiar with maintaining a safe environment. For example, they tidied toys away before getting more out.

We were satisfied that the spread of infection was minimised as effective infection prevention and control measures were in place. For example, appropriate cleaning and use of personal, protective equipment was used for children's personal care.

## How good is our leadership?

4 - Good

We evaluated this key question as good as there were important strengths with some areas for improvement.

### Quality Indicator 3.1: Quality assurance and improvement are led well.

National and local guidance had been well used to support self-evaluation. Examples of strengths has been recorded and enabled areas for development to be identified. One priority was to review and update record keeping support the work of the service. For example, personal plans would contain more detailed information about how children were supported. Once embedded, the range of ways used for children to have positive outcomes and reach their potential would be more evident. The childminder and assistant should continue to develop quality assurance and evaluate changes made.

We found that consultation with parents was mainly verbal. Through regular discussions, they shared their views about the service and care and support provided. Their feedback enabled the childminder to know what was going well or if anything needed to be done differently. This helped meet any changing needs of children and promoted child centred care. As a result, families felt involved, listened to and valued as their views informed the care provided. Parents confirmed "Lynn asks for my opinion as a parents as well to develop her service in a meaningful way." And "Lynn will ask what you think of something and how you feel about new activities or issues as they arise."

Children were involved in developing the service as the childminder asked their views. They knew they were listened to as their ideas and opinions were used to plan activities and outings. Through these experiences, children had fun in their learning and development. Parents confirmed "Lynn is always asks my child what she would like to do throughout her day and is constantly willing to tailor her service to accommodate my child's wants and needs."

## How good is our staff team?

4 - Good

We evaluated this key question as good as there were important strengths with some areas for improvement.

### Quality indicator 4.3 - Staff Deployment

The experienced childminder was supported by an assistant. Their values were evident as children's rights were respected. They worked well together and had developed positive relationships with parents and children. A child centred approach was achieved as information was shared which supported children's

routines and promoted continuity of care. Their consistent approach meant children had positive experiences as their individual needs and interests were known.

Children benefited from the mix of the childminder's and assistant's skills and experience. As the assistant worked set days, it enabled activities to be planned for children. For example, children could attend different groups to meet their individual needs. Parents said "The assistant knows my child just as well as the childminder does, she is extremely kind and caring and supports my child's needs and wants when looking after my child. She has the same values as Lynn and is always kind and caring to my child."

Appraisal was used to support the assistant. It offered the opportunity to talk about their work and identify what learning they would benefit from. Moving forward, they should evaluate what they have learned and show how it has improved outcomes for children. To further support their professional development, they could use best practice guidance more which can be found on the Care Inspectorate hub.

## 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?	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
4.3 Staff deployment	4 - Good



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