

McKellar, Tanya Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
22 August 2024

Service provided by:

Service provider number:
SP2011982112

Service no:
CS2011285547

About the service

The childminder is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom a maximum of 6 will be under 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family.

The childminding service is located in Busby, East Renfrewshire. The service is close to local schools, parks and other amenities. The children are cared for in an open plan living dining space with kitchen and access to a downstairs bathroom. Children also have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on 19 August 2024. 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 using the service
- Gathered feedback from two families through MS forms
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents

Key messages

- Children experienced warm, nurturing care from a responsive childminder which helped them feel happy, secure and safe
- Children led their play and learning experiences, which encouraged their right to choice and independence.
- Children benefited from a variety of outdoor play experiences which supported their emotional and physical wellbeing.
- The childminder should explore training opportunities and best practice guidance in early learning and childcare to support reflective practice and self evaluation.

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

1.1 Nurturing care and support

We made an evaluation of **good** for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children were supported by a childminder who was warm, caring and nurturing. Three children were present on the day of inspection who were settled and comfortable with the childminder. It was evident they had developed strong connections with the childminder, who provided cuddles, praise, and comfort at appropriate times, this helped the children feel loved and secure in the setting. One parent told us "We are really pleased with how quickly our children have settled with the childminder and the relationship they have established."

On the day of inspection, we did not observe children eating meals or snacks. However, we discussed the routine with the childminder who advised they ate at the dining table where age-appropriate seating was available. Children and the childminder eat together to ensure their safety. The families provided snacks and lunches for each child. Healthy eating information was shared with families in line with current best practice guidance. Water was available to ensure children remained hydrated throughout the day.

Children were cared for by a childminder who knew them well. One parent told us "Our child has really grown in confidence since being cared for by the childminder, and I really believe she has understood their needs". Children attending the service had personal plans in place that were completed with families. However, we discussed they should be updated six monthly, inline with legislation, to ensure the information remains relevant. The childminder should continue with plans to link "All about me" information to individual next steps and strategies. We gave an example of how to connect this information to the SHANARRI wellbeing indicator for each child. This would ensure children's current health, wellbeing and developmental needs were supported effectively by the childminder. We have repeated the previous area for improvement below.

We sampled the medication policy and consent form and found these were in line with current best practice guidance. There was no medication stored on the property to audit on the day of inspection. However, the childminder could explain their process for the storage and administration of medication. The childminder had a valid first aid certificate.

Children's personal care needs were met by the childminder who demonstrated good knowledge of safe nappy changing practice. The childminder had appropriate personal protective equipment (PPE) and changing mat available, if required.

Children's individual sleep routines were supported by the childminder in agreement with families. The childminder was aware of safe sleep guidance and discussed this with families when completing personal plans. This meant that children's overall wellbeing was well supported.

1.3 Play and learning

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

Children were listened to by the childminder, ensuring their right to lead their care and learning was respected and valued. Children were offered different play opportunities by the childminder who was mindful of their stage of development and interest. One parent told us "We really appreciate the variety of activities, groups and clubs that the childminder takes our children to and has them involved in".

On the day of inspection we observed the childminder respond appropriately to children's initiations of play by providing toys, ideas, and getting involved when asked. This ensured the pace of the day was relaxed and led by the children.

Children's language development was supported by the childminder through appropriate conversations, storytelling, and role modelling. The childminder facilitated younger children to learn to play together and share toys. This helped them to develop social skills and their communication.

Children's health and wellbeing was promoted with regular access to the outdoors. The childminder took children to local spaces such as parks, museums, libraries, and local toddler groups, which extended children's experience and helped develop their social skills. One parent told us "my child has been spending a lot of time playing outdoors which has been great for their development."

The childminder had recently introduced a floor book to record the children's voices, drawings and descriptions of activities undertaken. We discussed the purpose of the floor book and gave some suggestions on how to develop it further with the children attending the service. This would support the children to have ownership of their play and learning, as well as enable the childminder to track the experiences and outcomes of activities undertaken.

Areas for improvement

1. To support children's health and wellbeing the childminder should further develop children's "All about me" information to ensure they reflect and detail individual needs, next steps and support strategies that may be in place. Information should be reviewed, at a minimum, every six months.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My personal plan (sometimes referred to as a care 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) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

How good is our setting?

5 - Very Good

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

Children were cared for in an environment that was clean, bright, and homely. There was lots of natural light through windows and patio doors. The environment was well organised and set up to meet the needs of the children attending. Children had space to play together, move around comfortably, or relax if they wished.

Children were able to make choices and select from a range of toys, books, and resources, which were suitable to their age and stage of development. The childminder was responsive to children's requests and provided more resources for children to play with on the day of inspection. Such as: paint pens and paper at the table or their favourite books. We would suggest the childminder review children's access to natural open-ended materials. The "Loose Parts Play toolkits" available on the Care Inspectorate Hub could provide some new ideas and suggestions.

Children could access an enclosed garden, weather permitted. The garden present children with different areas to play and explore. Children also accessed the outdoors daily which supported their health and wellbeing, allowing them to be active and explore natural environments. One parent told us "They are outdoors every day".

Children's health and wellbeing was supported by a childminder who understood their role in infection prevention and control. The space utilised was clean and organised. Personal protective equipment was available, if required. The childminder was aware of exclusion periods for children when illnesses occurred. This reduced the potential risk of spreading infections and protected children's health.

The childminder was aware of their responsibility to keep children in their care safe. Risk assessments were in place for the home and accessing the community. The childminder should continue to review these regularly to ensure they remain relevant and in line with current guidance and legislation. We highlighted the Care Inspectorate's SIMOA campaign which encourages services to act responsibly to safeguard, protect and support children's wellbeing.

We sampled accident and incident records and found these were in line with current good practice guidance. The childminder was aware of her responsibility to notify the Care Inspectorate of any serious accidents or incidents.

How good is our leadership?

4 - Good

We made an evaluation of **good** for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The childminder engaged well with the inspection process. They were open and responsive to our ideas and suggestions. It was clear they enjoyed their role working with children, who were at the heart of the service and any improvements. This showed us the service had capacity to grow and evolve.

The childminder engaged with parents to gather feedback and suggestions for improvement through face-to-face discussions, daily messages, and written questionnaires. One parent told us "We have been asked for feedback on a regular basis via forms and verbally to establish how things are going". We suggested children's feedback and voices could be recorded in the recently introduced floor books, which would enable the childminder to reflect on what children enjoyed and what could be planned in the future.

The childminder had created an improvement plan with other local childminders linked to the quality frameworks for daycare of children, childminding, and school-aged childcare. We asked the childminder to consider how the improvement plan linked directly to their service and create clear actions that will support their individual service to grow and develop.

For example: introducing and embedding new personal plan templates. The childminder should then share this plan with families to encourage them to be involved in the improvement plans for the service.

The childminder had developed a range of policies and procedures, these were shared with parents, so they knew what to expect from the service. We asked the childminder to update their child protection and complaints policy. This was rectified promptly by the childminder. The childminder should continue to review policies and procedures regularly to ensure they remain in line with current legislation and best practice guidance.

The childminder had valid insurances in place for their service, contributing to a safe environment for children.

The childminder should progress safe person checks for any children turning 16 years of age in household. This is in line with conditions of registration and legislation.

How good is our staff team?

4 - Good

We made an evaluation of **good** for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The childminder was kind, caring, and patient in their interaction with children. The childminder was confident in their role and had engaged in some training to further develop their practice. For example, Potty training and First Aid. We encouraged the childminder to continue with plans to engage in a breath of training to support their continuous professional development and ensure positive outcomes for children in their care.

The childminder was aware of their responsibility in relation to safeguarding children in their care and had an appropriate policy in place. They had recently attended child protection refresher training to ensure their knowledge of policies and procedures were up to date. This ensured children safety and protection was upheld when in the care of the childminder.

The childminder advised they kept up to date with best practice and legislation through their registration with SCMA (Scottish Childminding Association) and the Care Inspectorate provider updates. We asked the childminder to continue with plans to read the latest practice notes and updated guidance circulated to ensure they continued to develop their knowledge, skills, and practice. We asked the childminder to develop a process to record any reading, reflections, and impact of learning on their practice and outcomes for children. This will support the childminder to continue to deliver a good quality of care to children and their families.

The childminder had close links to other local childminders which supported a community of practice for sharing ideas, good practice suggestions and discuss documents relevant to their services. This supported the childminder to continue to develop their knowledge, skills and ensure a high quality of care and learning was provided to children and families.

Parents provided us some comments about the childminder which included:

"The childminder offers a great childminding service".

"The childminder has good level of communication on a daily basis".

"The childminder has a friendly and approachable manner".

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

The childminder should further develop information within children's care plans to include an 'all about me' record that highlights children's personal information.

National Care Standards early education and childcare up to the age of 16 Standard 6 Support and development.

This area for improvement was made on 9 November 2016.

Action taken since then

This area for improvement has **not been met** and has been repeated following discussions with the childminder.

This area for improvement has been updated to reflect the Health and Social Care Standards and will now read:

To support children's health and wellbeing the childminder should further develop children's "All about me" information to ensure they reflect and detail individual needs, next steps and support strategies that may be in place. Information should be reviewed, at a minimum, every six months.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My personal plan (sometimes referred to as a care 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) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

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	4 - 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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