

Little Giggles Childminding Child Minding

Bathgate

Type of inspection:
Unannounced

Completed on:
4 July 2024

Service provided by:

Service provider number:
SP2015987448

Service no:
CS2015341714

About the service

Little Giggles Childminding service is provided by Carol Lawton from the family home in a residential area of Armadale. The service is very close to local amenities including green spaces, the local nursery, school and local shops. The service is delivered from the ground floor of the family home and children have access to the lounge and downstairs bathroom. Children also have access to an enclosed side and front garden.

The service was registered to provide care a care service to a maximum of six children at any one time under the age of 16, 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 the childminder's family. Minded children cannot be cared for by persons other than those named on the certificate. Overnight care will not be provided.

About the inspection

This was an unannounced inspection, which took place on 4 July 2024 between 11:30 and 15:00 hours. 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
- intelligence gathered since the last inspection.

In making our evaluations of the service we;

- spoke with four children using the service
- spoke with the childminder
- gathered feedback from four parents/carers
- observed practice and daily life
- reviewed documents.

Key messages

- Children were emotionally secure and had formed secure attachments to the childminder, her family and each other.
- Children were continually stimulated and challenged by the childminder's supportive interactions.
- Outdoor active play was strongly promoted, supporting children's physical wellbeing.
- Children benefitted from the wide range of toys and play equipment, both inside and out, which stimulated and engaged them.
- The parents spoke highly of the childminder and relationships with families were positive.
- The childminder should now develop quality assurance systems and be proactive in sourcing learning opportunities to support continuous improvement and positive outcomes for children.

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?	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?

5 - Very Good

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

Quality Indicator 1.1; Nurturing care and support

Children benefitted from strong connections with the childminder and their family. They interacted with the childminder's own children and husband and were comfortable and relaxed in the setting. They were confident in approaching the childminder for support or attention and were given appropriate praise, comfort and reassurance. This promoted children's self esteem and sense of security in the setting. The parents told us, "For me, the most important part of choosing a childminder for my child is their capacity to care for them in a way which emulates the kind of care they get at home", also "Carol makes me feel at ease and treats my child like they are one of her own".

Children's privacy and dignity were maintained through the sensitive approaches to nappy changes and toileting accidents. This demonstrated respect for children and promoted positive personal care, benefitting children's self confidence.

Although meals were provided by families, the childminder promoted healthy nutrition through snacks and drinks. Children consistently had access to their water bottles both indoors and outdoors, ensuring they remained hydrated. Snacks were consistently healthy, supporting positive eating habits. All parents strongly agreed the snacks were healthy and one child told us "She gives me healthy food". The childminder was mindful of possible choking risks and was seeking a solution for safer eating together. We made some suggestions to support this.

Children's health needs were met through the childminder's systems for the recording and administration of medication when needed, along with accident reporting. This supported children's continuity of care.

Children were settled and secure because supportive transitions were in place which ensured all relevant information was gathered prior to starting. Transition visits supported a relaxed pace for children in adjusting to the setting. All information held on children within their personal plan was kept under regular six monthly review. Communication with parents using two different social media applications, along with daily discussions, enabled sharing of information to enable provision of individualised care and support for children.

Quality Indicator 1.3; Play and learning

Children's interests and learning were being extended as the childminder supported children in their play. Interactions and questioning by the childminder provided children with appropriate levels of challenge. This supported children to persevere in their play and learning. Literacy and numeracy were supported through singing, books and educational toys and games, supporting children to achieve. Children had also recently been signed up for the reading challenge at the local library. Children told us they enjoyed the toys and games saying "Like the teddies and I like the trampoline". Other comments from children about what they enjoyed included "Going to music class, playing with toys, going outside" and "I like playing with other kids and playing in the garden and on the trampoline."

Children enjoyed variety in their play and learning through the childminder's use of amenities within the local community. For example, attending the weekly music and outdoor play sessions at the local resource centre and 'jumping jacks' physical play session in the community centre. In addition, outings with other childminders and their children, along with toddler groups supported children's social interaction.

The variety of resources available meant children were able to make decisions about what they wanted to play with. The childminder supported children leading their own play. Children were given verbal choices throughout their day and they made decisions about where they wanted to play, which the childminder was responsive to. For example, when they wanted to play outside in the rain during the inspection, which added to their enjoyment and supported their citizenship.

Personal plans on the 'my family' app were capturing children's progress with observations and photographs. The childminder knew children well and was able to discuss their next steps. We suggested that the childminder refines personal plans on the app to capture regular meaningful observations and begin capturing the next steps within the same application. This will support sharing of children's achievements and support planning to meet their needs.

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/people, therefore we evaluated this key question as very good.

Quality Indicator 2.2; Children experience high quality facilities.

The childminder's home was comfortable, homely and welcoming, contributing to children's wellbeing. There was sufficient space for children to play and relax. The large garden which provided additional space for active play, was well used on a daily basis.

Toys and games were in good condition and accessible, enhancing their decision making and allowing them to lead their play. Large physical play equipment in the garden enhanced their opportunity for risky play and promoted their physical wellbeing.

Children's safety was supported well as the childminder had systems to deal with accidents and relevant safety equipment was in place. Risk assessments were held, and risk checks carried out daily to reduce children's risk of harm when in the house or garden. We asked the childminder to develop a written risk assessment for outings.

Children's risk of cross infection was reduced as the childminder promoted positive hand and cough hygiene. They also maintained a clean and well ventilated home and used personal protective equipment for nappy changing. Exclusion periods for common ailments were also followed, along with a clear policy which was shared with parents. This contributed to children's positive health and wellbeing.

We noted that CCTV was in place in the home and garden which enhanced security for children. This was used proportionately, and parents were fully informed about this. This should now be written into a policy to confirm their understanding of how this would be used. Written information on children was stored securely both online and on paper with appropriate password protection. This helped to maintain their confidentiality.

How good is our leadership?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality Indicator 3.1; Quality assurance and improvement are led well

The childminder had built strong relationships with parents and their complimentary comments reflected their high level of satisfaction. Feedback from parents highlighted that they all 'agreed' or 'strongly agreed' that 'My child and I are involved in a meaningful way to help develop this setting and our ideas and suggestions are used to influence change'. Parents told us "Carol engages with me regularly regarding the activities my child is involved with via WhatsApp and also during our conversations at drop off and pick up", also "Carol keeps me up to date on everything my child has been doing and sends pictures with what my child has been up to throughout the day. "

Children were able to influence service delivery as they were regularly consulted on all aspects of their care and support. In addition, they were also able to complete questionnaires which the childminder used to identify any further improvements to meet their needs. The childminder also gathered feedback from parents through the use of a questionnaire and ongoing face to face discussions. This enabled parents some opportunity to influence provision.

The childminder was reflective of their practice and had recently reflected on and considered the wording of questionnaires for children. To support them in delivering a service that really meets their needs, they reworded these to capture children's feelings. The childminder also engaged in frequent professional discussions with other childminders to keep up to date with current best practice and had recently been discussing the quality framework as a group. This reflective approach supported positive outcomes for children.

The childminder had identified some improvement priorities for the future and spoke about putting in place a floor book and developing the use of the 'my family' app. To help further develop these priorities and identify others, we discussed how to use the Care Inspectorate guidance 'A quality framework for day care of children, childminding and school aged children' as a self-evaluation tool. The childminder should also make use of the 'self-evaluation toolkit for childminders' available on our Hub. The childminder should also consider putting in place an improvement plan for the year ahead, which identifies priorities for improved practice and how this will be achieved. This would allow them to formalise quality assurance approaches to support them in delivering high quality care and measure improvements made (see area for improvement 1).

Areas for improvement

1. To support continuous improvement and positive outcomes for children, the childminder should further develop their quality assurance to support planning for improvement. This should include making use of the 'quality framework for daycare of children, childminding and school-aged childcare' and putting in place an improvement plan for the year ahead which identifies key areas for improvement and how these will be met.

This is to ensure care and support is consistent with the Health and Social Care Standards 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?**4 - Good**

We evaluated this key question as good, where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality Indicator 4.1; Staff skills, knowledge and values.

The childminder had established positive relationships with children and families. They were flexible to their needs and shared information readily. Parents told us "Carol is warm and welcoming and is very patient even though I'm forever asking to change my days/hours. I have no problems reaching out to her" and "I feel as if I have known Carol for a while because she is so down to earth, friendly and easy going. She has a great relationship with my child". This meant children and families felt valued and at ease.

The childminder drew on their previous role and qualification as an early years practitioner to support them in the delivery of quality care and support. They had also completed core training in child protection and first aid to meet children's needs. The childminder demonstrated a good understanding of how to safeguard children and had refreshed their child protection training prior to completion of this report. An appropriate policy was in place, and we were confident in the childminder's ability to act on any suspicions of abuse. This contributed to children's continued wellbeing and safety.

Children experienced loving and nurturing relationships with the childminder and had fun during their time in the service. This was reflective of the childminder's aims, along with their commitment to outdoor, active play. This supported the direction of the childminder's service and positive outcomes for children.

The childminder demonstrated some commitment to remaining up to date with best practice through discussions with peers. They also remained abreast of changes through updates from us and the Scottish Childminding Association and were able to talk about practice notes issued such as the SIMOA campaign. They now need to begin accessing the Hub section of our website and familiarising themselves with the range of best practice guidance documents available. The childminder had identified future training needs in relation to refreshing first aid training. The childminder should continue to identify future learning opportunities and maintain a reflective log of learning which would link with ongoing self-evaluation. This is to ensure they are confident and well informed to enhance children's care, play and learning (see area for improvement 1).

Areas for improvement

1. The childminder should identify training and show how they are keeping up to date with current best practice to continue their professional development. This should include familiarisation with key best practice documents. They should be able to demonstrate how they use this information to develop the service through keeping a reflective log.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that "I have confidence in people because they are trained, competent and skilled and are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.