

# Chatila, Valerie Child Minding

Perth

**Type of inspection:**  
Unannounced

**Completed on:**  
14 August 2024

**Service provided by:**  
Valerie Chatila

**Service provider number:**  
SP2003905231

**Service no:**  
CS2003009824

## About the service

Valerie Chatila currently provides a childminding service from their home in a residential area of Perth. The minded children make full use of an open plan living and dining room, kitchen, hallway and upstairs bathroom. Patio doors from the living and dining room open directly onto a large secure garden area. The childminder is registered to provide care 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 children of the childminder's family.

## About the inspection

This was an unannounced inspection which took place on Wednesday 14 August 2024 between 9:20am and 2pm. One inspector carried out the inspection. To prepare for the inspection we reviewed information about the service. This included previous inspection findings, registration information, information submitted by the service and all other information 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.
- Received four completed questionnaires.

## Key messages

- Children experienced nurturing care from a childminder who knew them very well, supporting them to feel comfortable and secure.
- Children were happy and having fun while they played.
- Effective communication with families meant that children's needs were consistently supported and families felt included in their children's care.
- Children experienced a welcoming, clean and homely environment.
- Children were supported to understand how to help each other and to keep safe.
- Children had daily opportunities to play outdoors or explore their local community.

## 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?	5 - Very 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

Children experienced warm, nurturing care and support from the childminder. The childminder had developed positive relationships with children and their families and knew them well. A parent shared that; "My child has built up a wonderful relationship with their childminder and the fellow children that attend, due to this it is a comfortable safe space." As a result children were happy, comfortable and having fun, as their overall wellbeing was supported and their needs were being met.

Nappy changing took place in a separate space, this provided dignity for children who required changing. Children were treated respectfully throughout the process, for example the childminder asked the child before taking them to change their nappy for permission to do so. This supported children to feel safe while receiving intimate care.

All children had an individual personal plan and 'All about me' form in place. These were reviewed in line with current best practice, at least every six months and sometimes sooner if changes occurred. Parents told us that they had regular reviews. One parent shared; "Val is always happy to discuss any news, observations etc at pick up and drop off. She has invited us to look at floor books and update plans." These regular reviews and discussions ensured children's information is current and up to date. Individual strategies that had been identified for children were tracked on a children's wellbeing risk assessment. These were reviewed every three months with parents. This supported the childminder to ensure they provided the appropriate care to the children.

Whilst there were no children who required medication at the time of inspection, forms and policy required reviewing to ensure best practice is followed. We signposted the childminder to the Care Inspectorate guidance document "Management of medication in daycare of children and childminding services" for support. This would ensure children are kept safe if they required medication.

Snack time was a relaxed and unhurried experience for children. Healthy meal options were on offer. Children shared what they like to eat while they attended the service, one child told us; "I like eating bananas here." They helped to set up the table for their snack by placing their place mats and drinking bottles at their space. We discussed ways to further promote independence at mealtimes through self-service and pouring drinks. This would allow children to further develop life skills in an environment where they feel safe and secure.

Children's sleep routines were responsive to individual needs and preferences. Sleep mats were used for children to sleep on following best practice to ensure children were kept safe while they slept. Children had opportunities to rest and relax on large comfortable sofa's with cushions and blankets when they wanted to. This helped children to feel comfortable and relaxed.

### Quality indicator 1.3 Play and Learning

The childminder engaged with children in a sensitive, nurturing and respectful manner.

Children were reassured and supported within their play and encouraged to make their own choices and follow their interests.

Children were able to lead their own play from a variety of resources and toys, which children could independently access. The childminder was responsive to their interests for example, a variety of toy animals was introduced for a child who had an interest in animals. Children were particularly interested in playing board games that were developmentally appropriate for them. The childminder played these games with the children and used challenging questions, for example "what colour have you chosen? Who's turn is it next? What number is this?" This helped children to remain engaged and provide appropriate challenge for them.

Free flow access to a large outdoor space was promoted for the children. One parent shared; "She has a great garden for the kids to play in." The outdoor space provided children with opportunities to further develop their physical skills with slides and ride on toys. They explored cause and effect with water play and drawing and mark making on an easel. Children's interests were developed further by a skilled childminder who knew when to stand back and observe or intervene by adding further resources to allow children to naturally extend their play further. As a result, children were able to develop their problem solving skills through their play.

Children had regular opportunities to explore their community where they played at local parks and attended groups, such as toddlers and play groups. Trips and days out are planned in line with children's interests at the time, for example visiting the deer centre to see the animals. This provided opportunities for children to build relationships with other children and to feel part of their community through real life experiences.

Children and families were involved in planning, which was responsive to children's interests. For example, floor books were used to record children's ideas and learning. Children's voice and opinions were listened to and linked with SHANARRI (Safe, Active, Nurtured, Achieving, Respected, Responsible and Involved). This was shared with parents and they had opportunities share their views in the floor book. This supported them to understand how these play opportunities helped with their child's development.

## 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

Children benefitted from an environment that was very clean, well presented, welcoming and homely. The living area provided space for children to play games and move freely. There was a dining space with a table that allowed children to eat together, play games or explore craft activities. Children were confident in using their dedicated spaces and had a place for their personal items to be kept. This gave them a sense of belonging.

The environment was well furnished and provided plenty of natural light and ventilation. Cleaning procedures were in place to reduce the spread of infection. The childminder and children washed their hands regularly and at key times of the day, for example before and after mealtimes and nappy changing. Strategies were put in place to support children with washing their hands, such as singing a song about germs. This promoted good hygiene routines for children and embedded this within their daily routines.

Children were able to play in a safe and secure environment. Risks had been assessed and possible hazards identified, with risk assessments in place. Daily checks of the environment took place before children attended. This meant children were being kept safe while they explored and played. We discussed how to further develop the daily check list into a more detailed indoor risk assessment to help document when changes had been made or when resources were replaced. This will support the risk assessment accurately reflects the indoor environment.

Children were supported to manage and understand risks and safety with the use of the SIMOA campaign from the Care Inspectorate. Children had opportunities to be the SIMOA helper when they went on outings. This involved helping the childminder to check children were holding hands, thinking about road safety and remembering belongings. This developed children's sense of responsibility. We heard children demonstrate this through discussions with the childminder before to going outside, "we need sun cream on to keep our skin safe" and one child told another; "you need your sun cream on first, remember." This showed that children were developing an awareness of how to keep themselves and others safe in different ways.

## How good is our leadership?

**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 3.1: Quality assurance and improvement are led well

Children benefitted from a childminder who was committed to providing a quality service. Their caring reassuring manner meant that they had developed positive relationships with both the children and their families. Parents expressed they had a friendly relationship with the childminder and that they are an extended part of their families. One parent told us; "We trust Val and her abilities. Have never had any concerns and due to this we have a close relationship." As a result children and families felt at ease in the service.

The childminder had a vision, aims and objectives in place and these had been reviewed recently. We discussed the benefits of reviewing these in consultation with the parents and children to create a shared vision. This would help parents to feel more involved in the care their child receives and understand what the childminder's service can offer them.

The childminder communicated and engaged well with families through the use of daily chats and WhatsApp messages. Parents were given regular updates about their child's development and learning through review meetings. The childminder was flexible in providing meetings to ensure parents had the opportunity to attend. Parents shared; "we are always welcome to provide feedback on ways in which we feel services could be improved to support our child." Another parent told us; "Val is very focused on parent and child voice." This allowed the parents the chance to meet with the childminder and share information about their child.

A meaningful improvement plan for the service had been developed by the childminder, this supported their continued self-evaluation. They used the documents; 'A quality framework for daycare of children, childminding and school-aged childcare' and 'How Good Is Our Early Learning and Childcare' to support with these processes. The childminder had identified what they were doing well and some areas they would like to develop within their service. For example exploring numeracy within their environment.

**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 knowledge, skills and values supported high quality experiences and effective protection for children. The childminder was proactive in their approach to learning and development. They had completed a range of training that was meaningful to the children attending the service, for example; 'Minding Children's Schemas' and child protection. A training log was in place and the childminder used this to reflect and identify how learning and developed their practice. As a result, children's outcomes and experiences were improved.

The childminder recognised and understood the importance of nurturing and positive relationships. Children's well-being was very well supported through respectful and compassionate interactions. For example, children were comfortable to come for comfort and cuddles were freely given by the childminder. This responsive care showed children were valued, respected and loved. The childminder understood individual children's cues and body language, enabling them to meet their needs. This promoted confidence and trust.

The childminder had a clear understanding of how children in their care develop and learn. This was evident within children's records and documents kept by the service and planning approaches used. Overall, the service provided opportunities for children to grow and flourish in a way that is right for them.

**Complaints**

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

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



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