

Tory's Tots Childcare Child Minding

Johnstone

Type of inspection:
Unannounced

Completed on:
8 August 2024

Service provided by:
Victoria Stevenson

Service provider number:
SP2022000119

Service no:
CS2022000167

About the service

Tory's tots was registered on 27 June 2022.

They may provide care for a maximum of 6 children at any one time up to 16 years of age:

- of whom no more than 6 are under 12 years;
- of whom no more than 3 are not yet attending primary school and;
- of whom no more than 1 is under 12 months.

Numbers include the children of the childminder's family/household.

2. Minded children can only be cared for by persons named on the certificate.
3. No overnight care will be provided.

The childminding service is located in the area of Johnstone, Renfrewshire. The service is close to local schools, parks and other amenities. Children are cared for in a dedicated playroom, living room and bathroom. Children also have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on 6th and 8th 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 one person using the service
- Gathered feedback from four families through online questionnaires
- 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 lead their play and learning experiences, which encouraged their right to choice and independence.
- Children accessed an environment that was warm, organised and homely.
- The childminder was committed to the continuous development of their new services and were open and responsive to our ideas and suggestions.
- The childminder should continue to develop the culture of self-reflection and improvement planning to support their service to grow and evolve.
- The childminder should continue to access training opportunities to ensure their practice is inline with current legislation, frameworks and best practice guidance.

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?	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 the childminder who was warm, patient and nurturing in their interactions. One parent told us "I like that my children are nurtured and treated with respect". One child was present on the day of inspection, they were settled and comfortable with the childminder. It was evident they had developed a positive relationship with the childminder, who provided reassurance, praise, and comfort at appropriate times. This helped the child feel loved and secure in the setting.

Children were cared for by a childminder who knew their individual personalities and needs well. Children attending the service had personal plans in place that were up to date and completed with families. This ensured children's current health, wellbeing and developmental needs were supported effectively by the childminder. One parent told us the childminder "delivers person centred care that is individual for every child. Respecting your choices as a parent". Another parent told us the childminder "they understand my child's needs...we work as a team to support them". The childminder should now continue with plans discussed on the day of inspection to link next steps and strategies to the SHANARRI wellbeing indicator for each child.

Children experienced sociable, unhurried, and relaxed mealtimes. A table was available for children to eat at. The childminder sat with the children, at their eye level, able to respond in the event of an emergency. 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. One child told us they liked the food at the childminders. As a result, children were developing healthy eating habits.

The childminder had a medication policy in place which highlighted the responsibility of the parents and the role of the childminder when receiving, storing, and administering medication within her service.

Children's personal care needs were met by the childminder who demonstrated knowledge of safe nappy changing practice. The childminder had 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 meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned experiences that promoted choice and independence.

The childminder responded to children's initiations of play by providing toys, suggestions, and getting involved when appropriate. This ensured the pace of the day was led by the children.

Children's language development was supported by the childminder through appropriate conversations and role modelling. The childminder engaged with children in meaningful conversations to develop their speech and language. Children also engaged in fun activities to support literacy and numeracy such as stories, singing, mark making and counting games. Children also enjoyed regular trips to the local library. This meant that, children were being challenged at an appropriate level.

The childminder used a closed Facebook page to record and share the children's voices, pictures and descriptions of activities undertaken. On the day of inspection, the child and childminder engaged in dinosaur themes activities, in line with their current interests. There was a variety of play experiences planned such as imaginative play using small world toys. Creative and explorative play with frozen dinosaur ice eggs. This ensured the child was full engaged and having fun on the day of inspection.

Children accessed the local community with regular trips to the park, forest areas and libraries. During the school holidays trips to the wider community such as beaches and museums were planned to expand children's play and learning. As a result, opportunities to explore the outdoors developed children's connections with their community and gave them a sense of belonging

Children engaged in a range of play and learning opportunities. The childminder told us they planned themed weeks with the children and tried to build activities around this. They used a diary to record new activity ideas and children's engagements on those offered. One child told us "I like getting to do arts & crafts". One parent told us "Our childminder is very creative". Another parent told us "The childminder keeps me very well informed of what activities my child participates in and it is clear that activities are planned and organised in advance." This meant that children experienced play and learning that was fun.

How good is our setting?

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.

Children were cared for in an environment that was organised, bright, and homely. Children were comfortable in the setting and could independently move around the room to access toys and resources they wanted to play with. Children had space to play together, independently and rest if they wished.

Children accessed a dedicated playroom and living room that were organised to support them to be independent and make choices. A good range of toys were available, and they reflected the interests and stages of development of the children attending the service. As a result, children were engaged in play and having fun on the day of inspection. One parent told us "there is a varied range of activities, the childminder takes my child's preferences and interests/hobbies into account when planning activities and meal choices."

Children could access an enclosed garden, weather permitted. The childminder continued to expand their outdoor toys and resources to provide fun and stimulating experiences. Children also accessed the local area on a regular basis which encouraged them to feel included in their community.

Children's health and wellbeing was supported by a childminder who understood their role to promote infection prevention and control. Personal protective equipment (PPE) was available. 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 outings 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 requested the childminder create risk assessments for any outings and accessing the community with children. This was actioned promptly by the childminder.

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.

We asked the childminder to progress their registration with the Information Commissioner's Office. This will ensure the childminder understands their responsibilities regarding storing and processing personal information.

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 was welcoming and engaged well with the inspection process, they were responsive to our suggestions for development. This showed us the service had capacity to grow and evolve.

The childminder had created child centred values for the service and had embedded them into their daily practice. Children's views were actively sought by the childminder who valued their ideas and opinions on snacks, activities, and outings. The childminder had created one-page sheets for children to complete that gathered their views on what they like, what they would like to do more of and goals they had for the future. This showed us children's rights were respected and upheld by the childminder. One parent told us "My child is listened to and looked after with care and compassion."

The childminder engaged in conversations and ongoing messages with parents to gather verbal feedback and used this to plan new activities and develop their service. We suggested introducing a more formal way of recording parent's feedback such as in the childminder's self-reflection book or formally through questionnaires when updating personal plans. This will ensure all families can be meaningfully involved in the services self-evaluation and improvement process. One parent told us "We're welcome into our childminder's house, we can see how kids play each other, we can speak about any further plans". Another parents "Our childminder is easy to talk to and approachable."

The childminder had developed a range of policies and procedures, these were shared with parents, so they knew what to expect from the service. The childminder should continue to review these regularly to ensure they remain in line with current legislation and guidance, including up to date contact telephone numbers.

The childminder had valid public liability and car insurances in place for their service which supported a safe environment for the children.

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 compassionate, respectful, and responsive in their engagement with children. One parent told us "the childminder is kind and caring and I trust them." As a result, children felt valued, loved, and secure.

The childminder was gaining confidence in their new role and had engaged in some online courses to further develop their practice. For example, understanding autism, adverse childhood experiences and Infection prevention and control. We encouraged the childminder to source some paediatric first aid training. As they did not hold a valid certificate. Families were informed of this. This will ensure that the children continue to benefit from a childminder who is skilled and knowledgeable.

The childminder told us they engaged in personal reading when good practice notes were circulated, recent examples given were the updated nappy changing guidance and SIMOA keeping safe practice notes. However, 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 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.

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. This supported the childminder to continue to develop their knowledge, skills, and practice to ensure positive outcomes for children in their care.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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