

Little Petals Child Minding

AIRDRIE

Type of inspection:
Unannounced

Completed on:
19 August 2024

Service provided by:
morag Spiers

Service provider number:
SP2016988062

Service no:
CS2016347503

About the service

Little Petals provides a childminding service from their property in a quiet residential area of Airdrie, North Lanarkshire. The childminder is registered to provide a care service for a maximum of six children at any one time under the age of 16, of whom a maximum of six are under 12, of whom no more than three 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. At the time of our inspection, three children were registered at the service.

The service is close to local schools, shops, parks and other amenities. The children are cared for in the living room and kitchen area. They also have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on 19 August 2024 between 15:30 and 17:15. 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 received feedback from three of their family members
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- The childminder used warm and kind interactions, helping children feel loved safe and secure.
- The childminder knew children and families well and had developed meaningful relationships, that supported children's wellbeing.
- Play materials were well organised and met the needs and interests of individual children.
- The childminder supported children to progress and learn through skilful observations and interactions, which helped extend their play ideas.
- The childminder was committed to their professional development and engaged in learning which supported them develop their knowledge and skills.

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 were settled, happy and comfortable in the setting. The childminder welcomed children warmly when they came home from school, helping them feel loved, safe and secure. Parents told us how nurturing the childminder was and commented, "they are always friendly, approachable and helpful - happy to take time to talk. They are extremely flexible and accommodating which we very much appreciate."

The childminder knew children needs and routines well. They valued opportunities for daily discussion with parents, which supported them to consider any changes in their lives and how to further support children's interests. The childminder consulted with children about providing new activities or experiences and listened to their views. Families told us, "we talk to the childminder every day and they always have time for us, so we are confident that the care of our child is always appropriate and developed as required" and [the childminder] keeps me up to date with everything they plan to do and keeps my child occupied and happy."

All children had a personal plan in place, which contained important information to help meet their needs, including likes, dislikes and medical needs. Photographs of children's learning and play experiences were displayed in individual folders, helping to track their progress and achievements. We discussed how plans could be further developed and reviewed with children and families. The childminder agreed to do this.

Children experienced a relaxed and sociable snack time where the childminder joined them at the table. This was a valuable time to have natural discussions as they talked about their day. The childminder knew their individual preferences and provided foods that met their choices and wishes. For example, yoghurts, cheese sandwiches and fruit. Children had their own water bottles, helping ensure they were kept hydrated.

Quality indicator 1.3: play and learning

Children chose from a variety of high quality play materials that met their interest and stage of development. For example, drawing, puzzles, dominoes and sensory play materials. Careful consideration had been given to planning for children's current interests. A particular favourite drawing on white boards. One child told us "[the childminder] does fun things with me."

The childminder involved children when making choices about what they wanted to do, respecting their interests and wishes. They joined in with play in a meaningful way and encouraged natural conversation, whilst listening to their thoughts and ideas. This supported children to extend their play ideas and contributed to literacy development. One parent told us the childminder "offers appropriate activities with appropriate supervision and support for our child's needs."

The childminder skilfully observed children and adapted their conversation and play ideas to meet children's needs. They ensured resources were replenished and new materials were introduced that followed children's individual interests and preferences.

The child minder demonstrated a good understanding of child development and used this in practice to tailor their interactions. The skilful use of questions and interactions supported children to develop their ideas and share their thoughts and feelings. The childminder was attuned to children's communication cues, which helped ensure they responded appropriately.

Children benefitted from opportunities to play outdoors, which support their overall wellbeing. For example, they could play or relax in the garden with a variety of activities. For example, drawing, whiteboards and swing ball. The childminder actively encouraged children to spend time outdoors, which supported their wellbeing.

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's wellbeing needs were supported as they were cared for in a warm, clean and well-maintained environment. Children had a place to hang their jackets and bags and often displayed their artwork and drawings, giving a strong message to children that they matter. One parent told us, "our childminder provides a homely, welcoming environment".

Children chose from a range of appropriate play materials that met their needs. Play materials were easily accessible to children, which supported them to access them independently.

A variety of measures were in place to help ensure children's safety. This included safe storage of hazardous materials, well organised play spaces and a well-maintained environment. The setting was well furnished and children could relax on the sofa in the living room area. This contributed to their emotional wellbeing.

Infection control practices supported a safe environment for children. This included regular cleaning of the home and frequent handwashing, particularly at key points such as before eating. Areas were cleaned on a weekly, or daily basis, which contributed to a hygienic and safe environment for children.

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

The childminder had a clear vision in place to create a welcoming, safe and hygienic environment for all children to play and learn. This included treating children with respect and listening and valuing them as individuals. This was reflected in practice and met the aspirations of children and families.

The childminder involved families in the development of the service and actively sought feedback about what they could do to improve the service. They involved children and encouraged them to share ideas, with a focus on play at the heart of plans. Recent improvements included increasing the variety of sensory

resources and play materials to suit the interests and needs of the children and promoted more outdoor play opportunities. One parent commented, "our childminder has an excellent rapport with our child and they are able to talk...about their experiences with the childminder. As previously mentioned, we, as parents, also have daily dialogue with the childminder about what is going on."

The childminder was aware of best practice guidance and information available on the Care Inspectorate website to support with improvements. We discussed that recording improvements more formally would further support them to reflect on changes and continue to develop the service.

A handbook was in place that provided parents with information about the service. Clear records were kept, helping support the delivery of the service. This included registers, cleaning schedules and maintenance of the home.

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

Children received care in a high-quality service where relationships matter and children were supported to feel valued and loved. The childminder was responsive to the needs of children. This helped promote strong relationships with children and families, which helped support children's wellbeing. The childminder and children often sent letters and postcards to each other during holiday periods, which helped children feel a genuine connection to the childminder.

The childminder had undertaken meaningful training to support them in their role. This included, child protection, food hygiene and paediatric first aid. They valued opportunities to improve their knowledge of child development and undertook relevant reading to support them to widen their skills. This had a positive impact in practice. For example, improving their knowledge about supporting children with additional support needs. They kept clear records of training and were open to suggestion for further learning opportunities.

The childminder was attuned to children's language and communication skills and responded appropriately. This helped validate and acknowledge children's feelings. They took time to talk with children and kept them informed about what was happening, which supported their overall wellbeing. One parent told us the childminder was "very good at their job keeps me well informed and updated about everything" and "our childminder is open, welcoming, caring and supportive - not only of our child, but also of us."

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?	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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