

Claisse, Simone Child Minding

Aberdeen

Type of inspection:
Unannounced

Completed on:
13 August 2024

Service provided by:
Simone Claisse

Service provider number:
SP2003900420

Service no:
CS2003001667

About the service

Simone Claisse provides a childminding service from their home in Bucksburn, Aberdeen. The childminder may care for a maximum of six children at any one time up to 16 years of age; of whom no more than three are not yet attending primary school; of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

The service is close to a local primary school, shops, parks and other amenities. The children have access to a living room, playroom, toilet facilities, an enclosed outdoor area and supervised access to the kitchen.

About the inspection

This was an unannounced inspection which took place between 08:45 and 12:45 on 13 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.

To inform our evaluation we:

- Spoke with children and observed their experiences
- Spoke with the childminder
- Received 11 responses to our online questionnaire
- Reviewed documents.

Key messages

- Children were happy, settled and confident in the childminder's care.
- Strong connections with families supported meeting children's needs.
- Play was fun and responsive to children's interests.
- Children benefitted from being cared for in a clean and comfortable environment.
- The childminder made good use of local facilities, helping children feel included in their local community.
- The childminder completed regular professional development which supported them in their practice.

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? | 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 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.

1.1 Nurturing care and support

Children and their families experienced a friendly and homely service. This helped build positive relationships and promoted good communication. Parents described the childminder as "fantastic" and "part of the family." A child commented, "I like going to my childminder because I get to do crafts and draw." A parent commented, "Our child feels safe and happy at their childminder."

Children experienced warm, caring and nurturing interactions with the childminder. The children present were confident and comfortable in the childminder's care. The childminder was responsive and showed an interest in what children had to say. This supported children's communication skills and sense of being valued.

Children's overall health and wellbeing was supported through the effective use of personal planning. Plans detailed children's needs, preferences and progress and were reviewed regularly with families. A parent commented, "We have regular discussions about our child's care and needs. This includes progress and next steps." This promoted working together with parents to meet children's needs and support a continuity of care.

Children's health was supported through the childminder's awareness and understanding of medical needs. Medication forms were in place to record the permission and administration of medication. To ensure records are always reflective of children's current needs, we asked the childminder to review administration forms more regularly with parents and carers.

Children's emotional security and wellbeing needs were well supported through comfortable sleeping arrangements. Children's sleep routines from home were followed. A travel cot or sleep mat was available for children when they needed to rest or sleep. The childminder was aware of best practice in relation to safe sleep guidance. This meant that children were comfortable, safe and secure.

Children experienced relaxed and unhurried mealtimes. The childminder sat with children at snack time, helping to keep them safe from choking as well as promoting learning opportunities in language and communication. Children were encouraged to be independent and included in mealtime routines. For example, helping to set the table, prepare foods and wash dishes. Allergies and dietary requirements were well supported with alternatives provided where necessary. Fresh water was available throughout the day, which helped keep children hydrated. This supported children's health and wellbeing.

1.3 Play and learning

Children were offered a variety of play resources to support and develop their learning. Toys and games were age appropriate and included dress up clothes, dolls, play kitchen and arts and crafts materials. The childminder described using real life and natural, open-ended materials to enrich children's play experiences. This included using stones, pots and pans and pieces of wood to develop children's creativity and imagination.

The childminder had a good understanding of child development and used this to plan for goals and next steps for each child. The childminder worked with children's interests and parents' comments to provide varied and interesting activities. For example, on the day of inspection the childminder had arranged a visit from a baker to bake and decorate cakes with the children. As a result, children had fun and experienced learning that was interesting and meaningful.

Literacy and numeracy opportunities were embedded throughout the home and within children's experiences. A range of toys promoted children's skills and enhanced learning, such as books, games and writing materials. Children enjoyed dancing and singing to favourite rhymes and songs. The childminder's effective commentary and use of open-ended questions encouraged children to share their experiences and extended vocabulary. This helped them grow in confidence and supported them to reach their potential.

Children's experiences were enriched through regular opportunities to play and learn in the community. This included going to local parks, woodlands, shops and playing at local early years groups. Parents and carers talked positively about this aspect of the service. One parent commented, "My child is taken on excursions where they get to experience real life skills such as getting on the bus and shopping." These experiences supported children to develop their social skills and build meaningful connections with their community.

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.

The childminder had created a comfortable, welcoming and inviting environment for children to play and relax in. There was good natural light and ventilation, and the childminder ensured that children had ample space to move around, play and learn. Comfortable sofas enabled children to have space to rest and relax. Children's artwork was attractively displayed in the playroom. This helped to create a space where children felt valued and promoted a sense of belonging. A parent told us, "It truly is a second home for my child where we both feel comfortable."

Toys and resources were easily accessible, supporting children to make choices about their play and learning. There were a variety of resources available to the children which reflected their interests. These included including a train track, vehicles, books and games. Resources were clean, in very good condition and appropriate for children's age and stage of development.

Children benefitted from opportunities to play outdoors. The enclosed garden offered children space for physical games and use of wheeled toys. Outdoor play equipment included a mud kitchen, small climbing frame, water tray, bikes and scooters. This meant that children's health and was supported through energetic play.

A variety of measures were in place to keep children safe. These included regular fire alarm testing and regular review of risk assessments for the indoor and outdoor environment. The childminder assessed the risks of places that they regularly visited and implemented control measures to enhance children's safety.

Infection control practices promoted a safe environment for children and families. Children were supported to wash their hands at key times such as before preparing and eating food. They were provided with individual towels to reduce the spread of infection. Disposable aprons and gloves were worn whilst nappy changing. This helped keep children safe and well.

Children and families personal information was securely stored in a locked cabinet. This helped protect children's and families' privacy.

How good is our leadership?

4 - Good

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

The childminder shared the service aims and objectives with families, helping them to understand what to expect from the service. The aims of the service included, 'to provide a warm, friendly and accessible service in a clean, caring and stimulating environment' and were reflected in practice.

Children and families were involved and influenced change within the setting through a variety of formal and informal ways. Parents were welcomed into the childminder's home and encouraged to chat and share information. They told us they felt confident to speak to the childminder if they had any concerns. Photographs and messages were sent using What's App to keep parents well informed. Parent comments included, "Simone is always asking me if there is anything I would think she could improve. I wouldn't hesitate to tell her if there was, but everything is really good." "I am consulted and any proposed changes are in discussion." "I am always supported with any requests or changes in care needs for my child." This promoted working together to ensure the childminder met the needs of children and families.

The childminder informally used self-evaluation to identify progress and recognise strengths and areas for improvement. This demonstrated a commitment to continually improving practice and valuing feedback from those using the service. They measured quality of children's care, play and learning through general discussions with children and parents. This allowed the childminder some opportunity to be immediately responsive to children and families requests and make changes. Use of quality audit tools such as, 'A quality framework for daycare of children, childminding and school-aged childcare' would support the childminder to reflect further. We discussed reviewing the improvement and support questions contained within the resource to inform future developments and improvement planning. This would support the childminder to identify areas of improvement and further develop their service.

Policies and procedures were in place, and these supported the safe running of the service. We suggested some policies be reviewed and updated to ensure they follow guidance and are reflective of the service.

How good is our staff team?

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.

The childminder recognised the importance of nurture and building strong attachments with children and their families. The childminder provided nurturing and fun interactions, praise and help when needed. This resulted in children feeling valued and secure in the setting. Parents commented on the "nurturing, loving and respectful" care their children received and described the childminder as, "A huge positive influence on my child's life."

Children benefitted from care which was responsive to their individual needs. This meant the childminder had identified where children may need extra support or encouragement and planned to provide this in ways that suited the child. The childminder understood individual children's cues and body language, enabling

them to meet their needs. This resulted in children receiving care that was right for them.

Children and families benefitted from the childminder's experience, knowledge and commitment to continuous professional training and development. In addition to core training such as first aid, they had undertaken additional learning. This included Makaton language programme to support children's communication. The childminder kept a record of their continuing professional development, reflecting on what they had learnt. As a result, children received care and support that was based on best practice and national guidance.

The childminder understood their role in relation to child protection. They could identify indicators that may suggest a child was at risk of harm and knew who to report concerns to. This contributed to keeping children safe and nurtured.

The childminder was a member of the SCMA (Scottish Childminding Association) and used their membership to access relevant guidance and materials to support delivery of their service. They had supportive links with other local childminders which provided opportunities for sharing ideas and good practice. This contributed to positive outcomes for children.

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

To ensure a continuity of care, help meet children's needs and help keep children safe, the childminder must:

- (a) Further develop personal plans for the children updating their routines, preferences, likes and dislikes.
- (b) Ensure children's records are reviewed and updated with parents every six months or earlier if necessary.

National Care Standards Early Education and Childcare up to the age of 16. Standard 13: Improving the Service.

This area for improvement was made on 18 April 2017.

Action taken since then

Each child had a personal plan in place which helped the childminder identify, support and monitor their wellbeing, development and learning. These were reviewed and updated regularly with parents to ensure that recorded information was current.

This area for improvement has been met.

Previous area for improvement 2

To help keep children safe, the childminder should further develop risk assessment approaches to take better account of situations and children's needs at that time and provide solutions to reduce risks.

National Care Standards for Early Education and Childcare. Standard 2: A Safe Environment.

This area for improvement was made on 18 April 2017.

Action taken since then

Risk assessments were in place for the indoor and outdoor environment and the childminder told us these were reviewed weekly. The childminder assessed the risks of places that they regularly visited and implemented control measures to enhance children's safety.

This area for improvement has been met.

Previous area for improvement 3

To improve outcomes for children, and help keep them safe, the childminder should:

- (a) Complete training in first aid, food hygiene and infection control.
- (b) Continue to develop her knowledge and skills relevant to the children in her care.

The Care Inspectorate online service The Hub provides information about recent guidance and procedures. This can be found at: <http://hub.careinspectorate.com/>.

National Care Standards Early Education and Childcare up to the age of 16. Standard 13: Improving the Service.

This area for improvement was made on 18 April 2017.

Action taken since then

The childminder demonstrated they had participated in a range of training since the last inspection. This included food hygiene and first aid which had supported them in keeping children safe. Further professional development included neurodiversity awareness and Makaton language programme to support children's communication. The childminder was able to communicate how this had impacted on practice and quality of experiences for children.

This area for improvement has been met.

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? | 5 - Very Good |
| 4.1 Staff skills, knowledge and values | 5 - Very 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.