

Katie Barclay Childminding Child Minding

Edinburgh

Type of inspection:
Unannounced

Completed on:
21 August 2024

Service provided by:
Katie Barclay

Service provider number:
SP2014986071

Service no:
CS2014327957

About the service

Katie Barclay Childminding referred to as the childminder throughout this report, is registered to provide a childminding service for a maximum of six children at any one time up to 16 years of age: of whom no more than six are under 12 years; of whom no more than three are not yet attending primary school and; of whom no more than one is under 12 months.

The childminder provides the service from their home in the Portobello area of Edinburgh. The service is close to local amenities and public transport. The downstairs areas of the property is used for the purpose of childminding and includes the living room/dining area, toilet facilities, and the fully enclosed garden to the rear of the property.

About the inspection

This was an unannounced inspection which took place on Monday 19 August 2024 between the hours of 09:05 and 12:00. 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 information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke to and interacted with the two minded children in attendance;
- spoke with the childminder;
- observed practice, daily routines, and the minded children's experiences;
- reviewed documents in the service and additional information received by email;
- took into account feedback we received from three families via the online survey we issued.

We gave feedback to the childminder by video call on Wednesday 21 August 2024.

Key messages

- Children experienced nurturing and respectful interactions from the childminder and positive relationships had been established.
- Children experienced a safe and welcoming environment with a variety of play experiences and opportunities which took into account their interests and stages of development.
- Self-evaluation processes enabled a culture of continuous improvement to enhance children's experiences.
- Children and families benefitted from the childminder's ongoing commitment to their professional development.

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 and their families experienced a welcoming and caring approach from the childminder. As a result, positive relationships had been established and the children were settled and confident. The childminder knew the children in their care well which meant that they were able to identify and support their needs effectively. For example, supporting turn taking, recognising kindness, supporting children during their play and discussing their transitions to nursery.

Feedback we received from families about what they liked about the service included, "Katie is very welcoming and supportive of transitions to and from the childcare setting" and "Very happy with the service and Katie's professionalism, courtesy and friendliness".

Children experienced a snack time that was relaxed and unhurried which supported their choice of when to eat. This meant that their play was not interrupted. Children brought their own foods and drinks from home each day which meant that any dietary needs and preferences were catered for. The childminder's engagement with children during snack time, supported social interactions and meant help or assistance was available when needed. The childminder was also knowledgeable of how to keep children safe and this included ensuring foods were presented to minimise the potential of choking.

Children's overall wellbeing was supported by the effective use of their personal plan information. For example, this included information about children's individual care and support needs, including where appropriate, any medical or dietary needs. Systems were in place to support the reviewing of this information with families to ensure this was kept up to date. This along with regular discussions and text messaging helped the childminder to respond quickly and sensitively to any changes. We discussed that personal plan documentation should continue to be enhanced to clearly record any changes to information out with the review process, for example, changes to sleep routines or personal care routines.

Feedback we received from families included, "We really appreciate the regular updates and pictures of our child during the day".

Quality Indicator 1.3: Play and learning

Children benefited from a variety of play and learning opportunities. Children could lead their own play and choose from a range of resources which were reflective of their interests and curiosity. For example, storytelling, jigsaws, outdoor play kitchen, water play, chalks and mark making. As a result, the children were settled, engaged and confident in the environment. Children were also able to be part of the local community by accessing experiences such as the beach, park and library activities. Effective use of questions by the childminder helped enhance children's literacy and numeracy learning experiences. For example, discussing the pictures in books and talking about patterns and sizes of the dinosaur toys. The childminder had also recorded storytelling sessions to help support new children to settle into the service. Other recent activities had also provided children with opportunities to problems solve and experiment together such as the toy buggies going fast and slow.

Children's experiences were assessed and evaluated on an ongoing basis by the childminder. Information about children's experiences were shared daily with their family and also through regular newsletters. Their individual achievements and their next steps were also discussed and shared with children's families through the personal plan review process. Such communication helped ensure that families were kept up to date about their child's play, learning and development.

Feedback we received from families about what their children liked included, "(Child's name) enjoys going to Katie's, she loves the social aspects, playing in the garden, going to bookbugs and toddlers classes. The park and the beach. She also enjoys all the singing and dancing they all do together" and "Katie does a wide range of play from messy play, dancing, singing, role play".

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 welcoming, clean and well maintained. Infection control measures supported children's health and wellbeing such as regular handwashing before eating and after personal care routines. Children also had their own towels for hand drying.

Safety and hygiene procedures were in place to ensure children's wellbeing around the family pets. For example, children were not left unsupervised with the dog. Following discussion, the childminder added additional information to her welcome booklet for families to be aware of such practice.

Children's safety was also maintained as the childminder carried out a daily visual assessment of the environment. Written risk assessment information outlined some potential risks and the action taken to minimise these, for example, the use of a stairgate. This assessment information was reviewed regularly by the childminder to take into account any new children and their stages of development. To further ensure safety, action was to be taken by the childminder to minimise the potential risk of children being able to access the hall cupboards used for storage and utility systems. We discussed that families may also benefit from having further information shared with them about the safety measures for the home and garden within the welcome booklet.

Children were confident in the environment and resources were rotated on a regular basis to reflect children's interests and were accessible to support independent choices. Children also had access to the fully enclosed garden to the rear of the property to enjoy outdoor opportunities with the childminder. Children's imagination and curiosity in the garden was to continue to be enhanced. For example, by extending the natural loose parts and water play resources for the outdoor kitchen.

Feedback we received from families included, "(Child's name) loves outdoor play and he loves playing with the mud kitchen. Katie also is very good about getting him out the house which he really needs and to the park or beach".

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 and families were meaningfully involved and encouraged to give feedback to influence changes to the setting. This included the use of regular questionnaires, reviewing their child's personal plan information. This as well as sharing regular newsletters with photographs and the welcome booklet helped keep parents informed about the childminder's practice including policy information.

We discussed that adding further information to the welcome booklet may be beneficial for families to be aware of other aspects of the service. For example, children's personal plan systems and expectations. This would help ensure that families were aware that such information must be kept up to date and reviewed in line with legislation.

Self evaluation processes supported the childminder to reflect on their practice and consider the impact of any training or activities. This helped the childminder to plan effectively to meet children's needs and interests. For example, enhancing nature opportunities and STEAM (Science, technology, engineering, arts and maths) activities. The childminder had also continued to develop their skills and knowledge and as a result, children and their families had benefitted from a culture of continuous improvements and information sharing where appropriate. For example, autism awareness, brain development, outdoor experiences and potty training.

To further assist with the evaluation of the service, we suggested that seeking additional feedback from children and their families about specific aspects of the service may be helpful, for example, outdoor play resources.

Feedback we received from families included, "We're always asked for feed back and our child is held in mind when planning activities. We're kept aware of Katie's professional development learning and any changes to the children who are attending the setting" and "Katie is always on top of paperwork and is always offering more support in terms of links to other learning information".

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 experienced, warmth and kindness from the childminder and this enabled children to be valued and feel secure. For example, children were offered cuddles and help during their play and care routines and as a result, children were confident in the setting. Children enjoyed involving the childminder in their chosen play and the childminder's use of skilled questioning and interactions promoted further curiosity and fun. For example, using dinosaur noises and recalling and discussing children's views and experiences from home and also the service such as den building.

Ongoing training and evaluation processes supported the childminder to reflect on their practice and develop the service to benefit children and their families. This included researching information, training, webinars, podcasts and reading best practice guidance. For example, reflecting on GIRFEC (Getting It Right

For Every Child)and STEAM to support children's confidence and help identify provocations for outdoor play experiences.

A record was kept of any training completed and these achievements along with any information that may be of benefit to families was shared. The childminder's training had included first aid and child protection and this meant that they had the skills and knowledge to support children when needed. A list of further training has also been identified by the childminder to help support her ongoing skills and knowledge.

Feedback from families included, "We speak regularly about what is going on for our child developmentally and we are regularly sent info based on Katie's own reading and professional development" and "Thank you for everything! It is wonderful to have someone we trust and like so much taking care of our child".

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 keep up to date with new legislation and current best practice documents, we recommend the childminder visits the Care Inspectorate Website.

This information can be found at www.hub.careinspectorate.com National Care Standards Early Education and Childcare up to the age of 16 Standard: 14 Well-managed service.

This area for improvement was made on 15 March 2016.

Action taken since then

The childminder had developed systems to record her reflections and evaluations about her service. This demonstrated that they were familiar with best practice information. This had included information identified through their own research, webinars, other organisations and the Care Inspectorate's Hub and email updates. A training record was also in place to outline learning achieved.

This area for improvement has been met.

Previous area for improvement 2

To allow parents more opportunities to be involved in the continued development of the service, we recommend that the childminder should develop a formal system for gaining parents views and evaluate the outcomes to help her further improve her service.

National Care Standards Early Education and Childcare up to the age of 16 Standard: 14 Well-managed service.

This area for improvement was made on 15 March 2016.

Action taken since then

The childminder used questionnaires to support the development of the service. These were issued to families every 6 months. This included a settling in questionnaire for new families and also a questionnaire for those moving on. Regular reviews of children's personal plans with families also provided them with the opportunity to reflect on the care provided to their child.

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?	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

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.