

Eve Coils Childminder Child Minding

KEITH

Type of inspection:
Unannounced

Completed on:
16 August 2024

Service provided by:
Eve Coils

Service provider number:
SP2022000150

Service no:
CS2022000209

About the service

Eve Coils Childminder is registered to provide a service to care for 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 in the childminder's family.

The service operates from the childminder's home in a village in Moray. The downstairs areas of the property are used for the purpose of childminding. Children have access to the two front living rooms, kitchen and family bathroom. There are two fully enclosed gardens to the rear of the house. The service is close to local amenities.

About the inspection

This was an unannounced inspection which took place on 15 August 2024 between 10:15 and 14:15. 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 registration information and information submitted by the service.

In making our evaluations of the service we:

- Spoke with the childminder about the service they provided
- Spoke with and observed children during their play
- Observed practice and children's experiences
- Reviewed documents related to the service
- Gathered the views of parents and carers of children who attend the service.

Key messages

- Children were cared for by a childminder who knew them and their families well.
- The childminder should review mealtimes to ensure that they are consistently in line with best practice.
- Children benefited from leading their own play experiences and would benefit further from having regular access to a range of open-ended resources outdoors.
- The childminder should look at ways to improve their service through self evaluation, using best practice documents and gathering families views.
- The childminder had undertaken training to develop their core skills and knowledge.

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?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	3 - Adequate
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?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality Indicator: 1.1 Nurturing care and support

Children benefited from kind, caring interactions with the childminder, who was responsive to their requests and cues. As a result, children were happy and settled. One parent told us that there was a "lovely, caring atmosphere" in the childminder's service.

The childminder knew the children in their care and confidently shared their interests and preferences. It was clear that positive relationships had been established with the children and families they cared for. Children benefited from personal care that was delivered with warm and nurturing interactions. This helped children to feel confident and secure. We discussed ways in which the childminder could ensure privacy and dignity for children during nappy changes, which would allow her to supervise the other children at the same time.

Personal plans were in place for each child containing children's and family preferences. Information within these had been gathered from families when the children enrolled in the service. Some plans had not been updated with recent information shared between parents and the childminder. We advised that all personal plans should be regularly reviewed and updated with parents, in line with best practice. Parents told us that they were regularly welcomed into the home to discuss their child's day-to-day needs. One of them told us, "Each day I go into the house for handover and get a full update on activities of the day as well as food offered and eaten, nappy changes and sleep times. Always made to feel very welcome." Keeping a record of any support strategies agreed between parents and the childminder during these conversations would help to track their development and progress and ensure positive outcomes for children.

Lunch and snacks were provided by the childminder and were nutritious and balanced. We asked the childminder to review the lunchtime experience, including finding ways of involving children in the planning and preparation of meals. We also discussed ways in which she could ensure that she is able to consistently sit with the children throughout mealtimes. This would enable her to supervise children and offer a positive, social experience with everyone sitting and eating together. We directed the childminder to best practice guidance including the practice note, 'Keeping children safe: supporting positive mealtime experiences in early years and childcare' (**see area for improvement 1**).

Children's health and wellbeing was promoted by the availability of homely, comfortable spaces to rest and relax. Children's sleep routines had been discussed with parents to provide continuity of care. The childminder should continue to ensure that safe sleeping practices are considered when implementing parents' wishes around sleep and rest. This would support the children's safety and wellbeing. To help with this, we signposted the childminder to best practice guidance on safer sleeping.

1.3 Play and learning

Children were having fun as they explored a variety of play opportunities indoors. Resources available were age appropriate, and children could independently choose what to play with. For example, the childminder followed children's cues as they played with cars and trains and asked for support to set up a train track.

She gently encouraged them to work together to build the track, take turns to push the trains round and share the vehicles. This supported the children to develop their skills as they engaged in play.

Children benefited from a variety of opportunities to develop literacy, language and numeracy skills. For example, the reading corner of the playroom contained a variety of books which were regularly changed, and on the day of inspection children gathered around the childminder to hear stories that they had selected. The childminder told us that they had recently visited the local library to choose additional books, reading them at the service before taking them home. This supported the development of the children's literacy skills. The childminder had recently added resources which supported learning in early numeracy skills, such as shape recognition and pattern matching. We saw the children enjoying playing with these, and the childminder supported them with vocabulary and praise while they explored. This helped children to build confidence and skills as they played.

Parents told us that their children had access to many different play and learning experiences when they were with the childminder. They valued the regular opportunities the childminder provided to go out into the local community. One parent said, "He gets lots of outdoor play, messy play, arts and crafts, sensory play, social interaction at toddler groups." Another parent told us that their child enjoyed going to, "woods, walks, play parks, picnics etc." These outings not only provided opportunities for social interaction and physical activity but also fostered children's confidence, independence and sense of belonging within the community.

The childminder used a variety of ways in which to share with parents their children's play, learning and progress. A digital platform was used to share observations, which were being effectively used to inform children's next steps in their development, learning and wellbeing. Daily conversations around learning and development at pick up and drop off were further enhanced by photos and comments on a social platform. This supported children and families by sharing children's achievements and successes, and as a result, children were progressing well.

Areas for improvement

1. To ensure children's wellbeing and safety, mealtimes should offer more positive experiences for children. This includes opportunities to be involved in planning and preparing for meals, and sitting together at the table to ensure children are supervised and enjoying sociable mealtimes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning' (HSCS 1.33).

How good is our setting?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Children benefited from the childminder's welcoming home, which was well furnished and comfortable and had ample space indoors for the children's needs. Children could independently access a variety of resources including a play kitchen, construction and sensory toys, as well as open ended resources which helped to encourage curiosity and imagination.

The outdoor garden areas were secure, and the smaller garden was accessible from the kitchen. However, resources in this area were limited. The childminder had recognised this and told us that they had consulted

children and families about providing a sensory music wall in the smaller of the gardens. We agreed that this would be a welcome addition to the space. The larger garden could be accessed from a shared path and contained a number of large toys including a climbing frame, mud kitchen and a swing. However, this garden could not be accessed independently. We asked the childminder to reflect on how the outdoor spaces could be further developed to offer more independent and stimulating play opportunities for the children (**see area for improvement 1**).

Children's health and wellbeing was supported by the childminder through effective handwashing before and after meals, and routines for cleaning in the kitchen and bathroom. During nappy changes, the childminder used gloves and aprons to minimise the potential for spread of infection.

The childminder had identified and taken steps to minimise risks when out in the community with the children, which helped to keep them safe whilst experiencing a wide range of fun play experiences. Risk assessments for the keeping of pets had also been completed. However, the potential for the spread of communicable diseases to very young children, from animals such as chickens, had not been considered. We asked the childminder to review this, so that the secure play areas were not being used for keeping of outdoor pets (**see area for improvement 1**).

Areas for improvement

1. To ensure children's wellbeing and safety, the outdoors play spaces should be developed to provide safe and stimulating areas for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My environment is secure and safe' (HSCS 5.19); and

'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

The childminder shared her vision and aims for the service with new families when they enrolled their child. To ensure that the service meets the needs of children attending, we suggested working towards a shared vision, values and aims for the service. Gathering the views of the children and families on how the service can best support them would help to inform this.

Positive relationships had been established with parents which allowed for open communication and effective information sharing. The childminder engaged well with parents through daily discussions, text messages and the online learning journals app. Parents told us they were welcomed into the childminder's home to discuss care, play and learning. One parent said, "We use the learning journals app where I can read updates and make my own comments. I know I can raise anything specific directly with my childminder at any time face to face, through the daily journal book or on the phone or by text." This ensured that parents felt included in their child's day.

The childminder had begun to reflect on the quality of their service and the children's experiences. She had started to involve families in her self-evaluation, for example by sending out annual surveys to ask their views. She had developed an improvement plan to make changes to the outdoors area and had shared her plans with children and families. This was a positive start, and we advised the childminder to implement her

plans to improve children's experiences. We encouraged the childminder to keep families informed of improvements she made to the service, and to share with them the benefits of these changes. The childminder should now consider focusing on aspects of the service such as mealtimes or outdoor play spaces and resources (**see area for improvement 1**).

The childminder had a range of policies and procedures in place. We advised that all policies and procedures should be reviewed on a regular basis. This would ensure that parents are provided with up-to-date information about the service, based on best practice. We suggested that the childminder continued to access support and training available through the local authority. This would help to ensure that her knowledge of any changes to local guidance and processes is up to date.

Areas for improvement

1. To continue to improve outcomes for children, self-evaluation should be further developed, including meaningfully involving children and families.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

How good is our staff team?

4 - Good

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator: 4.1 Staff skills, knowledge and values

Children benefited from the childminder's calm and caring approach, which ensured that their needs were met in a nurturing way. The childminder provided care that was individualised and responsive to each child, showing genuine love and care. Cuddles and comfort were affectionately given, highlighting that the childminder recognised the importance of building strong attachments. This supported children to feel secure and valued. One parent said, "My child absolutely loves going there and loves interacting with the childminder, other mindees and her family. I have no reservations when I send him there as I know he is doted on and gets to experience lots of different things."

The childminder had a clear understanding of how children develop and learn and had undertaken further training to develop her knowledge. For example, she had recently attended training on working with two year olds and shared with us that this had helped to support developmentally appropriate play with young children. The childminder had built up a network of other childminders working in the local area and told us that she found this a good way of sharing ideas and finding solutions to challenges. This, along with ongoing formal training, was supporting the childminder to develop her service and provide improved outcomes for children.

The childminder had undertaken core training, including paediatric first aid, child protection, food hygiene and infection, prevention and control. They should now reflect on what they learned from the training, what they changed within their service as a result, and how this made a positive difference for children. The childminder agreed that she and her service would benefit from ongoing training and engaging with best

practice guidance to continue improving children's experiences. To support with this we signposted the childminder to a list of best practice guidance documents covering a range of focus areas.

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?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	4 - Good
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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