

# Kids of the Future Child Minding

Forfar

**Type of inspection:**  
Unannounced

**Completed on:**  
22 August 2024

**Service provided by:**  
Svetlana Mihnevica

**Service provider number:**  
SP2017989296

**Service no:**  
CS2017359336

## About the service

Svetlana Mihnevica, operating as Kids of the Future, may care for a maximum of 4 children at any one time up to 16 years of age:

Of whom no more than 2 are of an age not yet attending primary school.

Of those children, none will be under the age of 3 years.

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

Minded children can only be cared for by persons named on the registration certificate.

No overnight care will be provided.

Minded children must be supervised by the childminder at all times while using the outdoor areas of the premises.

The service is provided from the childminder's family home in a residential area of Forfar. The childminding service is close to parks, schools and shops.

## About the inspection

This was an unannounced inspection which took place on Thursday 22 August 2024 between 16:00 and 18:00. The inspection was carried out by two inspectors 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 the child using the service and reviewed feedback through MS Forms from the family;
- spoke with the childminder;
- observed practice and daily life;
- reviewed documents.

## Key messages

- The childminder knows children well and meets their individual needs.
- The childminder has developed very good relationships with children and families.
- Children are cared for in a welcoming and homely environment that supports them to feel comfortable and safe.
- Self evaluation and quality assurance systems should be developed to support the improvement of the service.
- The childminder should identify their training needs and access professional development opportunities that will enhance their knowledge, skills and 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	3 - Adequate

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

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

### Quality Indicator 1.1 Nurturing care and support

The childminder knew the school aged child well as they had been attending the service for a few years and discussed their development, likes and interests and how these were supported within the service. Another child was due to return to the service in a few weeks and the childminder was making preparations for this, for example, buying activity books. Information was gathered and shared with parents at collection time to ensure children's needs were met daily. The childminder discussed the information gathered within personal plans and understood they should be reviewed with parents and children and updated if necessary, every six months or sooner.

The minded child appeared happy and settled in the childminding environment. They attended for a brief time before and after school. Positive relationships had been developed between the child and the childminder, supporting them to feel safe and secure. Trusting relationships had been formed with parents, allowing for open communication and information sharing. The childminder used opportunities at drop off/ collection times and through messenger to share and gather information with parents, which informed and included them in the childminding service.

Snack time was relaxed, with the childminder gently reminding the child to continue eating their beetroot soup. The child enjoyed the soup along with some breadsticks as the childminder sat engaging with them at the table. The childminder discussed the healthy options available to the children for breakfast and snacks, such as, porridge, cereals, fruit and a variety of soups. Children helped to pick the fruit and vegetables from the garden for their snacks and to make the soup.

The childminder was aware of her responsibility in safeguarding children. She had undertaken child protection training previously and talked confidently about the procedures she would take should she have concerns about the children.

### Quality Indicator 1.3 Play and learning

Children were able to lead their play and interests, independently choosing what and where they wanted to play. The child present was enjoying a cartoon in his home language on the television as they ate their snack.

The childminder knew the children's interests and stages of development. Resources were available to meet these interests, which the children could easily access. The childminder talked of developing the resources available to support the interests and needs of the children, for example, tabletop and card games to encourage fine motor skills, drawing and plasticine to support dexterity and creativity and reading to develop language and literacy.

Planning of activities was informal and responsive to children's changing needs and interests while they attended the service.

Children had access to outdoor play which provided opportunities for active play, fresh air and fun. The childminder made use of the enclosed rear garden where children played under supervision to ensure their

safety and security. They also made use of the local and wider communities, for walks and visits to playparks, and further afield during holidays.

## 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.

### Quality Indicator 2.2 Children experience high quality facilities

The children experienced a homely, welcoming and comfortable environment, with natural light. A sofa, chair and home furnishings provided comfortable spaces for the children to relax before and after school. Children had space within the living room to play and learn, with resources easily accessible to them. This showed them they mattered.

A variety of age and stage appropriate resources and equipment indoors and outside supported children's learning and development. The childminder had recently reviewed the resources on offer and introduced new resources to meet children's changing interests.

Infection control measures were in place to minimise the spread of infection. The childminder carried out cleaning daily and ensured the premises were tidy for the child attending. Toys were cleaned when necessary and the childminder ensured they were maintained and fit for purpose. Children were encouraged to wash their hands before eating and after toileting to reduce the potential spread of infection.

Written risk assessments were in place to support the visual risk assessing the childminder carried out before the minded child arrived. These risk assessments were reviewed regularly and updated when anything within the service changed.

The garden to the rear of the childminder's home provided space and equipment for the child and future minded children to have fun in. There was ample space to run around, with climbing equipment for the children to use, which supported their health and wellbeing.

## 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.

### Quality Indicator 3.1 Quality assurance and improvement are led well

The childminder shared the aims and objectives of the childminding service with the families who attended.

The childminder had developed strong and trusting relationships with the child and family, which ensured effective communication and the sharing of information to support the child daily.

Regular consultation with families was undertaken to gather feedback on the service. The childminder had previously used paper questionnaires but now gathered suggestions using messenger. The parents had been very happy with the service provided and were positive with their feedback. The childminder said they continued to consult with families to gain feedback.

The childminder discussed the continued development of the service and the improvements they continued

to make, such as the added resources and the continued support to the children. We encouraged the childminder to develop their understanding of self evaluation tools such as 'A quality framework for daycare of children, childminding and school-aged childcare' and discussed creating an action plan to take identified improvements forward.

Policies and procedures were in place and reviewed regularly to ensure they remained relevant to the service and continued to follow best practice guidance.

## How good is our staff team?

3 - Adequate

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

### Quality Indicator 4.1 Staff skills, knowledge and values

The minded child benefitted from the childminder's responsive approach and positive interactions which helped the child feel valued and included.

The childminder discussed the professional reading undertaken and the learning from it. They talked about how they had used their learning to support children's development. We suggested that reading, self study and training be recorded, with the childminder reflecting on the impact of the learning on their practice. We encouraged the childminder to identify further training to support their practice and positive outcomes for children. We have continued the area for improvement from the last inspection. **(See area for improvement 1).**

The childminder was knowledgeable about the children's development and aware of the individual needs of the children. The childminder used their knowledge to respond to children's needs and interests, which ensured they received care and support that was right for them.

### Areas for improvement

1. To support children's wellbeing and the quality of experiences, the childminder should undertake training and learning appropriate to their role. The childminder should apply any training and learning in practice and keep accurate records of learning.

This could include but is not limited to undertaking relevant training and learning in relation to child development, nurture, play and resources.

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

**'I have confidence in people because they are trained, competent and skilled.'**

**(HSCS 3.14); and**

**'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).**

## 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 support children's wellbeing and the quality of experiences, the childminder should undertake training and learning appropriate to their role. The childminder should apply any training and learning in practice and keep accurate records of learning.

This could include but is not limited to undertaking relevant training and learning in relation to child development, nurture, play and resources.

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**(HSCS 3.14); and**

**'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11)**

**This area for improvement was made on 24 October 2023.**

#### Action taken since then

The childminder had undertaken some reading to enhance her knowledge and support the children's development while at the childminding setting. We discussed identifying further professional development opportunities and recording learning and reflection to support the childminder's practice.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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	4 - 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?	3 - Adequate
4.1 Staff skills, knowledge and values	3 - Adequate



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