

Rachel Rollo Childminder Child Minding

Elgin

Type of inspection:
Unannounced

Completed on:
22 August 2024

Service provided by:
Rachel Rollo

Service provider number:
SP2023000056

Service no:
CS2023000077

About the service

Mrs. Rollo is registered to provide a care service to six children at any one time, up to 16 years of age, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers include the children of the childminder's family/household.

The service is situated in a residential area of a town, close to some local amenities. Children are cared for in the lounge/diner. A secure garden to the rear of the property is accessed from the kitchen.

About the inspection

This was an unannounced inspection which took place on 15 August 2024 between 11.45 and 15.15. The inspection was carried out by an inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Communicated with two parents;
- Spoke with the childminder;
- Observed practice and children's experiences; and
- Reviewed documents.

Key messages

Children had built positive relationships with the childminder, they were comfortable, happy and relaxed in their surroundings.

The childminder recognised the value of working in partnership with parents in a meaningful and supportive way, taking account of their views on a daily basis.

The childminder encouraged children to test things out for themselves whilst helping them to understand why things might not work.

To enhance the delivery of high-quality practice, that leads to improved outcomes for all, the childminder should establish a clear ethos of continuous improvement.

The childminder's enabling and responsive attitude was supportive of building children's wellbeing and confidence, and promoting their independence.

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?	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?

4 - Good

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

1.1 Nurturing care and support

Children had built positive relationships with the childminder, they were comfortable, happy and relaxed in their surroundings as they benefited from the friendly and engaging approach of the childminder. The childminder was responsive to the needs of the children which helped them to build their confidence and to feel secure. The childminder also helped the young child to engage with their own young child, in recognition of the benefits of children learning about others through play and being socially comfortable. The school age child clearly enjoyed the natural conversations that took place on their walk back from school.

Whilst no personal care took place, suitable arrangements were in place to support positive interactions and children's privacy and dignity. Sleep routines supported children's development and were reflective of individual children's needs and family wishes. When a young child was settling for sleep the childminder considered their needs in relation their sleep position and comfort.

Children sat and ate their lunch/snack together at the table, it was unhurried and relaxed. The childminder also sat and had their lunch with the children, it enabled them to be focused on and respond to their needs. The childminder was aware of responding to emergencies such as choking and encouraged children to take their time and chew their food when eating. The childminder was aware of the dietary needs of the children. Generally all foods were provided by parents with occasional snacks provided by the childminder which were healthy options such as fruit. Children had water with the meal and water bottles enabled them to remain hydrated throughout the day.

Children's overall wellbeing was supported through the personal plan, which contained key information about them, such as contact details and any health needs, likes/dislikes, personal care and sleep routines. Families were involved in the review of the personal plan every 6 months to ensure that information remained relevant and promoted continuity of care. The childminder spoke about poignant conversations with families regarding their child's needs but there was no reference/update within in the personal plan. We discussed this with the childminder and referred them to guidance on the use of chronologies, that helped with the identification of children's needs and directed action to support children well. Ref: Practice guide to chronologies - hub.careinspectorate.com

Parents strongly agreed and agreed that they had a strong connection with the childminder and that they were involved in their child's care and review of the personal plan.

1.3 Play and Learning

Children benefited from play experiences that helped to develop their skills in language, literacy and numeracy and encouraged exploration. They enjoyed being able to move around the play space safely and independently.

The young child was having fun with a selection play sets that included little people, various cars and dinosaurs. They were enjoying pushing the cars along the floor to see how far they went and trying to put various people into different cars. The childminder encouraged children to test things out for themselves whilst helping them to understand why things might not work. When it was time for lunch, the child was confident in helping to tidy up putting things back into the boxes in the small storage unit that was easily accessible. After lunch for a while, the child looked at picture books with the childminder's child. A school age child chose to do some colouring and drawing and told us that they liked crafts.

There was a wider variety of play resources stored within the integral garage that was generally not accessible to the youngest children. We suggested that having a wider variety of different play materials and books accessible/visible within the main play area would actively encourage children's exploration and enquiry. We also referred to further guidance on schematic play, that helped brain development in young children.

The childminder had got to know the children well. They observed and assessed children's progress and achievements and shared this with parents. This helped to ensure that children were developing a range of learning skills. We suggested that the childminder remained reflective of routines so that opportunities to interact and widen children's learning through play were not missed.

Parents told us that they always felt welcomed into the childminder's home, to discuss their child's care and learning.

Children's opportunities for play and learning were enhanced through connections to the wider community that helped to enhance their skills, confidence and learning opportunities. They included walks that enabled them to rest, visits to local play parks and the library.

How good is our setting?

4 - Good

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

Children benefited from being cared for in a comfortable, clean, well furnished and homely environment. It helped to give the message to children that they mattered. Children had ample space for their needs. Plenty of ventilation and natural light contributed to children's psychological wellbeing.

The childminder had suitable equipment in place to support infection and prevention control such as, individual hand towels for washing hands and disposable gloves and aprons for personal care needs.

To support robust infection control practices we advised the childminder to consistently follow good practice, such as children washing their hands prior to eating. Ref: Health protection in children and young people settings, including education - Public Health Scotland.

The childminder identified and removed risks to children within the setting, both indoors and outdoors. Written risk assessments also helped to support the safety and security of the children. We suggested that a programme of review and a bespoke approach to outings, would help to ensure that risk continued to be assessed and evaluated. Ref: SIMOA keeping children safe practice notes - hub.careinspectorate.com

The indoor and outdoor play space was structured to take account of children's stages of development and learning. The arrangement of furnishings in the lounge/diner enabled children to take part in floor play.

Children had their meals seated at the table in the dining room. A large sofa in the lounge enabled children to rest and recuperate and enjoy quieter activities.

A secure garden was accessed from the kitchen that had a patio and lawn. It enabled children to take part in active play with ride on toys and ball play, there was also a trampoline. Creative play was supported through sand and water play and a mud kitchen. We suggested that children having wider access to real items/natural play materials that supported tactile and sensory play, would help to further inspire children's curiosities.

How good is our leadership?

3 - Adequate

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

The childminder had policies that supported them in running the service and they were shared with parents. We suggested that having a programme of review would help to ensure that they continued to reflect the provision of the setting, and aligned with good practice guidance and the Health and Social Care Standards.

The childminder recognised the value of working in partnership with parents in a meaningful and supportive way, taking account of their views on a daily basis. Parents told us that childminder was very friendly and welcoming at every handover and it was easy to have conversations about their child. The childminder was at the early stages of actively seeking the views of children and families in the development of the service.

We spoke with the childminder about the benefits of a concise format for recording changes as they occurred and identified areas for improvement, that helped to support the process of self evaluation. It could be as result of seeking the views of parents and children, learning from training that informed practice, and implementing best practice guidance. (see area for improvement 1). Ref: How we support improvement programme and A quality framework for daycare of children, childminding and school-aged childcare - hub.care@careinspectorate.com

We also discussed notification reporting to the Care Inspectorate and referred the childminder to the guidance on the Care Inspectorate hub.

Areas for improvement

1. To enhance the delivery of high-quality practice, that leads to improved outcomes for all, the childminder should establish a clear ethos of continuous improvement.

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

'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership'. (HSCS 4.7); and

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

The childminder had an understanding of how children developed and learned. They had completed core training such as child protection, understanding the child's plan and STEM to help improve their knowledge and understanding, and to enhance children's safety and well-being. We discussed the benefits of a reflective journal to record how the childminder had used their learning to improve their practice and children's experiences.

The childminder also worked in the health and social care setting and was able to transfer some of their skills and experience to their childminding. They were also a member of an organisation that supported Scottish childminders and received information from them, as well as being able to access training that helped to inform their practice.

The childminder's enabling and responsive attitude was supportive of building children's confidence and promoting their independence and helped them to feel secure.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.1 Quality of the setting for care, play and learning	4 - Good
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

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 iartras.

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.