

# Laura Waddell Childminding Child Minding

Glasgow

**Type of inspection:**  
Announced (short notice)

**Completed on:**  
23 August 2024

**Service provided by:**  
Laura Waddell

**Service provider number:**  
SP2023000194

**Service no:**  
CS2023000304

## About the service

Laura Waddell was registered on 13th September 2023. The childminder may provide care for a maximum of 6 children at any one time up to 16 years of age:

- of whom no more than 6 are under 12 years;
- of whom no more than 3 are not yet attending primary school and;
- of whom no more than 1 is under 12 months.

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

The childminding service is located in the area of Eaglesham, East Renfrewshire. The service is close to local schools, parks and other amenities. The children are cared for in an open plan living, kitchen, dining room and downstairs bathroom. Children also have access to an enclosed garden to the rear of the property.

## About the inspection

This was an unannounced inspection which took place on 21 August 2024. The inspection was carried out by one Early Learning and Child Care 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.

In making our evaluations of the service we:

- Spoke with one child using the service
- Gathered feedback from four families through online questionnaires
- Spoke with the childminder and their child
- Observed practice and daily life
- Reviewed documents

## Key messages

- Children were cared for by a childminder who was warm, patient and nurturing.
- Children engaged in a variety of fun and stimulating activities in their community.
- The childminder should continue to develop personal development plans for children.
- Children accessed an environment that was clean, organised and homely.
- The childminder should continue to develop self evaluation and improvement planning for their service.
- The childminder should continue to undertake professional reading and training to support 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?	3 - Adequate
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.

### 1.1 Nurturing care and support

Children were supported by the childminder who was warm, patient and kind in their interactions. One parent told us "The childminder clearly has a good relationship with our child (and others)." One minded child was present on the day of inspection, they were settled and comfortable in the care of the childminder. It was evident that strong a relationship had developed with the childminder, who provided reassurance, praise, and comfort at appropriate times. This helped the child feel loved and secure in the setting.

Mealtimes were a relaxed, unhurried, and sociable experience. Children sat together, took their time to self-serve and eat the packed lunches provided by parents. The childminder promoted independence and encouraged young children to eat and provided support when appropriate. This contributed to ensuring children were learning important life skills and healthy eating habits.

Children's personal plans contained relevant core information such as likes, dislikes, and individual interests. Information had been collated in partnership with parents. One parent told us "The childminder keeps us up to date with daily plans and longer term aims for our child." However, personal development plans had yet to be established for children attending the service. The childminder recognised the needed to further develop plans to reflect and detail goals/next steps and support strategies linked with the SHANARRI wellbeing indicators. **(see area for improvement 1).**

Children attending the service currently did not require any medication. Children's health and wellbeing was supported as the childminder had a medication policy in place which highlighted the responsibility of the parents and the role the childminder when storing and administering medication. However, we discussed written consent forms should be completed for all medication the childminder is asked to administer to children in their care. This is in line with "Management of medication in day-care of children and childminding services" best practice guidance.

Personal care needs were met by the childminder who understood the importance of supporting children to establish good toileting routines. Personal care was delivered in line with family's preferences. We asked the childminder to ensure they had appropriate personal protective equipment (PPE) available in line with safe nappy changing practice. A changing mat was available, if required.

Children's individual sleep routines were supported by the childminder in agreement with families. The childminder was aware of safe sleep guidance and discussed this with families when completing personal plans. All parents agreed that their child could rest, sleep, or relax when they need to. This supported children's emotional security and wellbeing.

### 1.3 Play and learning

On the day of inspection, the pace of the day was relaxed and led by the children. Children were listened to at the service which promoted their right to choice and independence. They were encouraged to make decisions about their play through discussions with the childminder.

There was a range of toys and resources available that reflected the current interests of the children attending the service. As a result, children were engaged in play and having fun on the day of inspection. We observed children play a shopping basket game, reading stories and engaging in imaginative play.

The childminder was supporting children to explore their ideas and build on their interests. One parent told us "After discussing the interests of my child, the childminder has taken this on board." Informal planning approaches were child centred and responsive to children's individual needs and interests. For example, the childminder used observations to support the children's development of their natural curiosities. We discussed how this could be strengthened by completing personal development plans templates to record children's developing skills and progress, gathering their ideas and interests, and identifying lines of development and challenge. We highlighted the Care Inspectorate HUB and Play Scotland webpages for new ideas.

Children's language development was supported by the childminder through appropriate conversations and role modelling. Children also engaged in fun activities to support literacy and numeracy such as stories, singing, and other games. Children enjoyed regular trips to the local library.

Children accessed the local community with regular trips to the park, toddler groups and museums. As a result, opportunities to explore the outdoors developed children's connections with their community and gave them a sense of belonging.

### Areas for improvement

1. To support children's health and wellbeing, the childminder should further develop children's personal plans to ensure they reflect and detail more fully any emerging or changing needs, next steps and support strategies that may be in place.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

### How good is our setting?

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's home was clean, comfortable, and well-ventilated with plenty of natural light. Children had space to play and areas with soft furnishings for relaxation and comfort. Children had space to play together, relax on sofas or have time to themselves if they wished.

Children had access to a variety of toys that were suitable to their age and stage of development. Children could lead their play as they could choose toys and resources from boxes and shelves that were accessible to them. To help children develop their ideas, thinking, creativity and curiosity about the world, we suggested the childminder could add more open-ended resources to the playroom and explore 'Loose Parts Play Toolkit' available on the Care Inspectorate HUB.

Children could access a secure rear garden through patio doors leading from the rooms used for play. This promoted children's choice in choosing where they played. Although they did not play outside during the inspection, they had been on a walk to the local school and toddler group. Daily opportunities for children to play outdoors, get fresh air and exercise contributed to them being fit and healthy.

To further support maintaining a safe environment for children, we highlighted the Care Inspectorate's safety campaign information - Keeping Children Safe - Look, Think, Act. Which highlights the importance of keeping children safe when indoors, outdoors or on outings and would assist the childminder when risk assessing their home or planned trips

## How good is our leadership?

3 - Adequate

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

Vision, values, and aims were contained within the childminder's welcome handbook. This was shared with families, ensuring they knew what to expect. The childminder demonstrated enthusiasm for their new role and was keen to ensure that children had fun while in their care.

The childminder was warm, welcoming, and engaged well with the inspection process. They were responsive to our suggestions for further development and showed commitment to the ongoing development of their service. All parents told us the childminder was "friendly", "Open and approachable" and "welcoming".

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 and the use of messages to send photographs. We suggested the childminder introduce a formal way of evaluating their service, for example an annual questionnaire or similar way of recording parent's feedback during personal plan review meetings. This will support the childminder to continue to evaluate and improve her service in line with children and family's needs and wishes.

To support and sustain continuous improvement the childminder could utilise best practice documents such as 'A quality framework for day care of children, childminding and school aged childcare', and the 'Health and Social Care Standards (HSCS)' to reflect on what was working well in the service and what could be improved. This would support the service to continue to evolve and grow, setting a clear and realistic plan for the childminder to progress with children and their families. **(see area for improvement 2).**

The childminder had developed a range of policy and procedures, these were shared with parents, so they knew what to expect from the service. The childminder should continue to review these regularly to ensure they remain in line with current legislation and guidance. A complaints procedure was available and provided parents with accurate information about who to contact if they had concerns. We asked the childminder to add a 20-day response time to any concerns raised, in line with current legislation. This was actioned promptly by the childminder following our inspection.

We discussed notifications the childminder must submit in line with conditions of their registration, as well as yearly annual returns. We have made an area for improvement for this below.

## Areas for improvement

1. To provide a well-managed service, the childminder should ensure they keep all required records and submit required notifications and requested information to the Care Inspectorate. This includes, but is not limited to:

- submitting annual returns.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I use a service and organisation that are well led and managed.' (HSCS 4.23).

2. To support a culture of continuous improvement, the childminder should implement their plans to monitor and evaluate all aspects of their service delivery and develop a plan with achievable targets that fully considers children's voices and views from parents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (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?

### 3 - Adequate

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

The childminder placed children and their families at the heart of their new role. We observed them engage with children in a responsive, caring, and respectful manner which supported their self-esteem and confidence. They promoted positive behaviour by role modelling kind words and friendly engagement with the children.

The childminder was gaining confidence in their new role and had engaged in some training courses to further develop their practice. For example, first aid training. However, we discussed the importance of accessing a variety of training to ensure their practice remained up to date with current guidance, frameworks and theories of play and child's development. The childminder should continue with plans to identify and participate in training that will further develop their skills, improve their knowledge, and will influence the delivery of a high-quality service to children and their families. **(see area for improvement 1).**

The childminder was aware of their responsibility in relation to safeguarding children in their care and had an appropriate policy in place. They had recently attended child protection training to ensure their knowledge of policies and procedures were up to date.

The childminder had support from local childminders where they could share and discuss their knowledge, ideas, and good practice. We signposted the childminder to 'The Hub' section of the Care Inspectorate website to access current guidance, good practice, self-evaluation, and improvement information. This would inform the childminder, develop their skills and knowledge, and assist with the development and the quality assurance of the new service. We asked the childminder to develop a process to record any reading, reflections, and impact of learning on their practice and outcomes for children. This will support the childminder to continue to deliver a good quality of care to children and their families.

Membership with Scottish Childminding Association and the use of Care Inspectorate resources ensured the childminder kept up to date with best practice and legislation. We signposted play Scotland and Scottish Out of School Care resources for school aged children's ideas.

## Areas for improvement

1. To improve the childminder's skills and knowledge and to further enhance children's play, development and learning, the childminder should access up-to-date good practice guidance and training. This should include, but is not limited to:

- become familiar with the documents 'Your childminding journey' and 'My childminding experience'
- access The HUB on the care inspectorate webpage.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled, are able to reflection their practice and follow their professional and organisational codes.' (HSCS 3.14)

## 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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.1 Staff skills, knowledge and values	3 - Adequate

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