

# Jax House Childminding Child Minding

Peterculter

**Type of inspection:**  
Unannounced

**Completed on:**  
16 August 2024

**Service provided by:**

**Service provider number:**  
SP2022000095

**Service no:**  
CS2022000133

## About the service

Jax House Childminding is situated in Peterculter, on the outskirts of Aberdeen.

The childminder is registered to provide a care service to a maximum of six children at any one time up to 16 years of age. Numbers include the children of the childminder's family/household. During the inspection, three minded children were present, alongside the childminder's own three children.

The service is provided mainly on the first floor of the childminder's home, with access to the garden and ground floor bathroom. The service is near a bus route and local shops and facilities.

## About the inspection

This was an unannounced inspection which took place on 16 August between 09:30 and 13:00.

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 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:

- spent time with children using the service
- received three responses to our request for feedback from parents
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents.

## Key messages

- The childminder's nurturing approach helped children feel welcome and cared for.
- The childminder promoted positive links with families.
- Children experienced a range of play opportunities.
- Children were cared for in comfortable, secure surroundings.
- The childminder was developing ways of quality assuring their practice.
- The childminder made use of professional learning opportunities to develop their 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?	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

### Quality indicator 1.1: Nurturing care and support

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

Children experienced a warm, caring relationship with the childminder, who adapted their approaches well to suit the age and stage of development of each child. They offered frequent praise and encouragement, with younger children receiving cuddles when these were needed. Parents spoke of the "lovely" and "close" bond their children had with the childminder, which helped support children to feel welcome and cared for.

Children's overall wellbeing was promoted by the childminder's knowledge of their needs. They used personal plans to record important information about children's needs and preferences and updated these as information changed. Personal plans were not, however, reviewed every six months in line with guidance. The childminder agreed to do this to help ensure that all information recorded is current, up to date and fully supports children's needs.

Children experienced relaxed and enjoyable mealtimes. Older children sat at the table, with younger children sitting next to them in highchairs. Children brought their own lunches from home, with the childminder providing snacks. During the inspection children enjoyed fruit, which was sliced appropriately to help prevent choking hazards, and the childminder supervised children at all times. Children were given the opportunity to finish their meals in their own time. These measures resulted in safe, sociable mealtime experiences.

Children's personal care was sensitively supported. When younger children needed their nappies changed, this was carried out with dignity and respect. When children needed to sleep, routines followed their preferences, including the use of reclining buggies and highchairs. This did not follow current guidance, and we signposted the childminder to "Safer Sleep for Babies, A guide for professionals" on the Care Inspectorate Hub. They agreed to review and risk assess sleeping arrangements to help ensure consistently safe practice in this area.

### 1.3 Play and Learning

Children enjoyed choosing what they wanted to play with and how they wanted to play. Play opportunities were mainly spontaneous, with some flexibly planned activities. These included a yoga session, which all children enjoyed. The childminder and the older children supported the younger children to join in at their own pace. When children asked to go outside, the childminder changed the plan for the day to facilitate this at the time they requested. This helped ensure children's choice and freedom in their play.

Children had opportunities to learn and develop skills. Singing sessions were planned into the week, and books were readily available. Visits to Bookbug sessions at the local library helped support children to enjoy reading and stories. The childminder helped children extend their learning, for example, by discussing how helium and gravity work to make balloons float and return to earth.

Children had daily access to outdoors in the childminder's garden, and through walks and outings. During the inspection, children had fun in the garden, playing with sand and balloons.

The youngest children were supported to play on a swing. This gave opportunities for children to explore and develop physical skills. The childminder's approach helped support age-appropriate learning opportunities for children.

The childminder shared children's learning with parents on their child's "day sheet" and by photos sent by WhatsApp. Individual learning goals for children had been identified and recorded, however, these were not yet shared. One parent told us they would appreciate more opportunity to discuss their child's learning. We encouraged the childminder to continue to develop their practice in this area. This should include more detailed planning for learning, which should be shared and discussed with parents. This will help ensure that children's learning opportunities are individualised and fully responsive to their needs.

## How good is our setting?

4 - Good

### 2.2 Children experience high quality facilities

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

Children were cared for in the living room on the first floor of the property where comfortable furnishings helped create a homely environment.

Children had access to a range of play resources. These included art and craft materials, small world figures, games and wooden blocks, and provided varied opportunities for children to play and explore. Children enjoyed playing together in a pop up tent and tunnel during the inspection. Resources were mainly stored in the living room, where they were easily accessed by children. This did, however limit space and we discussed the possibility of the childminder reducing resources that were not used. This would help maximise space available for children to play.

Children's access to the garden was managed safely, with younger children being supervised closely on the stairs. The garden was fully enclosed with the benefit of a view of the river and surrounding trees. Children told us of wildlife they had observed here. A gazebo provided shelter, where children played with sand, and water play was planned for later in the day. One parent told us they "often see play outside on [my child's] day sheet and have seen them playing outside on ride on toys and climbing".

Children's safety and well-being was promoted through the childminder's practices. Safety gates were used to prevent unsupervised access to the stairs and kitchen, and parents commented positively on the safe, secure environment. Children were supported to wash their hands at key times, such as after using the toilet and before eating. Infection prevention and control measures needed to be improved during nappy changes, when the childminder wore disposable gloves, but not a protective apron. They agreed to do this to adhere to current guidelines to help minimise the risk of cross contamination.

Children's personal information was protected. All records were stored securely, and direct messages were used to communicate private information to parents. This helped ensure the privacy and confidentiality of children and families.

## How good is our leadership?

4 - Good

## 3.1 Quality assurance and improvement are led well

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

Children were cared for by a childminder who aimed to provide a welcoming, friendly, safe, homely environment. These aims were reflected in the childminder's practice. Information about the service, including policies and procedures was shared with parents before their children started attending the service so that they knew what to expect.

Families had opportunities to be involved in developing the service. Feedback questionnaires had been used to gather parents' views when they were leaving the service. Moving forward, it would be beneficial for the childminder to develop ways of gathering feedback regularly throughout children's time attending. Children's views were taken into account when planning activities and sourcing new resources. The childminder could develop more formal ways of gathering and recording children's views to make sure these are fully considered. The childminder worked with parents to develop strategies for supporting children and had made changes when necessary to suit children's needs. These measures helped ensure that parents had some meaningful involvement in their children's care.

Positive experiences for children were promoted through continuous improvement. For example, the childminder had rearranged the living room to create more play space, and had made changes to their practice to help support specific needs. We encouraged the childminder to access "A quality framework for daycare of children, childminding and school-aged childcare", and training videos on the Care Inspectorate Hub. These resources will support them to develop self-evaluation and plan improvements to ensure that these fully support positive outcomes for children.

## How good is our staff team?

4 - Good

### 4.1 Staff skills, knowledge and values

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

Children were supported by the childminder's enabling attitude. They recognised the value of nurturing attachments and took care to mirror children's home routines within the setting. Relationships with families were built on positive communication. All parents spoke positively of their relationship with the childminder, with one praising their "easy and open communication". Parents were encouraged to visit with their children whilst settling in and told us they appreciated the childminder's flexible approach. Daily conversations with parents helped support close links and consistency between the setting and home. These measures gave families assurance, helped build trust and contributed to children feeling valued and safe.

Children's care was supported by the childminder's professional learning. They had many years of experience of working in childcare and attended regular training courses. The childminder used knowledge gained to update policies and reflect on and improve their practice. Recent training they had attended included supporting children's interests and core training, such as food hygiene and first aid. We observed that the childminder did not, however, make use of supporting guidance documents to help promote up to date practice. We directed them to the Care Inspectorate Hub to access information to support their practice.

Children's right to choice was respected throughout the day. The childminder modelled courteous, respectful behaviours, and encouraged older children to support the younger ones. Children were given ample time to process and respond to requests, with the childminder gently guiding them when this was necessary. This demonstrated the childminder's ability to support children appropriately.

## 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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good



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