

Noble, Vicki Child Minding

Ellon

Type of inspection:
Unannounced

Completed on:
9 September 2024

Service provided by:

Service provider number:
SP2009976597

Service no:
CS2009235608

About the service

Vicki Noble provides a childminding services from their property in a residential area of Ellon. The childminder is registered to provide a maximum of six children up to the age of 16, of whom no more than three are not yet of an age to attend primary school, and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family. At the time of inspection four children were registered with the service.

The service is close to a local primary school, shops, parks, woodland space and other amenities. The children are cared for and make full use of a dedicated play room, kitchen/diner, and downstairs bathroom. Patio doors from the kitchen open directly to a large secure garden area.

About the inspection

This was an unannounced inspection which took place on Monday 9 September 2024 between 11:50 and 14:25. One inspector carried out the inspection. To prepare for the inspection we reviewed information about the service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspecting years.

To inform our evaluations of the service we:

- Observed practice and daily life.
- Spoke with two children using the service.
- Reviewed documents.
- Spoke with the childminder.
- Received three completed questionnaires from families.

Key messages

- Children experienced a welcoming, clean and homely environment. This supported them to feel valued and safe.
- Children's play and learning experiences were enhanced through the use of the wider community.
- Children experienced warm and caring interactions, this supported their emotional wellbeing and helped them to feel secure.
- The childminder had a nurturing approach and knew children and their families well.
- Children were happy, settled and had fun while they attended the service.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1 Nurturing care and support

Children experienced warm, nurturing and caring support from the childminder. Positive relationships had been formed with children and their families. One parent shared; "Vicki is more than a childminder, she is now our extended family." The childminder shared; "the children become part of the family and I like that." This resulted in happy children who had fun and their overall wellbeing was supported and their needs were being met.

Children had individual care plans in place. These were reviewed in line with current best practice, at least every six months and sometimes sooner if changes occurred. One parent told us; "Vicki regularly reviews and adapts the plans for my children in collaboration with myself and partner." Another shared; "I have always been kept up to date with any changes, any changes in routine etc for my children are always met." These regular reviews ensured children's information was current and their needs were being met.

Whilst there were no children who required medication at the time of inspection, forms required reviewing and updating. For example, ensuring all information was gathered and documented on appropriate forms prior to administering medication, such as expiry date of medication. This would ensure children were kept safe if they required medication while they attended the service. We sign posted the childminder to the 'Management of medication in daycare of children and childminding services' for support.

Lunch was a sociable and relaxed experience for children. Tables and chairs were an appropriate size for the children to sit comfortably, with their feet on the ground. Children helped to set up their spaces in preparation for lunch. They independently fed themselves, however confidently asked for help if they needed it. For example, one child asked for help cutting up their spaghetti. The childminder sat next to the child and guided the child's hands with their cutlery and encouraged them to cut their food. The childminder engaged in conversation with the children while they ate, they talked about who their friends were and what they liked to eat. We discussed further promoting independence through pouring their own drinks into cups from a jug rather than drinking from their water bottle.

The childminder completed annual child protection training. They were confident in identifying any concerns and where to take these further if required. Significant events were tracked in an individual chronology form. This supported the childminder to build a wider picture of the children's life and take appropriate action if required, keeping children safe.

Quality indicator 1.3 Play and learning

We observed children having fun and being engaged in their play and learning. Children experienced a range of spontaneous and planned activities and had opportunities to lead their own play. The childminder engaged with children in a sensitive, nurturing and respectful manner. They offered reassurance and supported children throughout their play. For example, the childminder joined in with their role play and asked challenging questions to promote imagination and problem solving skills.

Language, literacy and numeracy opportunities were woven throughout children's play and learning environments. A range of resources were available for children to explore to further enhance their development at a stage that is right for them. For example, loose parts, building blocks, books and jigsaws. This helped children to develop their critical thinking and develop their language skills.

Children's play and learning experiences were significantly enriched through active engagement with the wider community. These experiences supported planning approaches that were child centred and responsive to their interests. For example, using the outdoor mini library situated within the local community for children to collect books they were interested in. Children proudly showed the books they had collected and spoke of the books they have at home from their mini library. In addition, children attended music classes and trips to local shops, where staff showed the children what their job was in the shop. This provided children with meaningful experiences and a sense of belonging within their community.

Children had free flow access to their outdoor space as they wished. One parent told us; "Vicki has an excellent outdoor space to allow the children to play outside on a range of equipment throughout the year." The outdoor space provided children with opportunities to further develop their physical skills with climbing frames and slides. A child shared; "I like the slides, we have two. That is my favourite." This promoted children's health and wellbeing.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children benefitted from an environment that was warm, bright and homely. They had access to their own playroom within the home which provided ample space for the children to move freely. Play resources were easily available supporting children to make choices about their play and learning. There was a kitchen diner where children had their own table and chairs to have their meals. Children were proud to show off their environment. One child shared; "We play here." While another shared; "this is our toilet and I wash my hands here." As a result, children had a sense of ownership of their environment.

The childminder had a very good understanding of their responsibility to keep children safe. Risks had been assessed and possible hazards identified, with risk assessments in place. The outdoor space had a secure fencing around the area and children showed an awareness of how to keep themselves safe while indoors. For example, walking from room to room rather than running. This promoted children's understanding of risk and ensured children's play spaces were safe for them to explore freely.

Effective systems were in place for safe management of infection prevention and control measures, in line with current best practice. All areas were clean, well maintained and free from hazards. Children and the childminder washed their hands at key times of the day. For example, before and after they ate, when using the toilet and individual hand towels were used when drying hands. This meant the risk of cross contamination and spread of infection were minimised.

The childminder understood the importance of keeping children's personal information secure. This meant that personal information was managed in line with best practice.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

The childminder had developed aims and objectives which reflected the service they provided. For example, 'to provide a warm, safe and happy home from home environment'. Parents and children were consulted when developing the aims and objectives. This created a shared vision and understanding of the expectations of the service.

The childminder was confident in sharing areas they had developed and used the document 'A quality framework for daycare of children, childminding and school-aged childcare' to support with their self-evaluation processes. This supported the childminder to identify what had worked well and how they planned to move forward with improvements. Children and families were meaningfully involved in improvements identified and made within the service. Information was gathered through stars and wishes, questionnaires and informal feedback. One parent shared; "Vicki always reflects on her practice and asks our opinion on things to develop her service." As a result, families felt meaningfully involved in the service.

Policies and procedures were in place that underpinned the service. These were reviewed annually. Changes were made as required, for example when new guidance was available. These were then shared with parents. This ensured parents were informed and the childminder was up to date with current best practice.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 4.1 Staff skills

The childminder treated children with kindness and respect. They knew the children well and helped them to understand their emotions and supported them to form friendships. For example, two children wanted to play with the same toy at the same time. Open-ended questions asked by the childminder supported children to resolve this conflict on their own. This promoted children's problem solving skills and to begin to manage their feelings.

Children and families benefitted from the childminder's experience, knowledge and dedication to continuous professional training and development. The childminder had completed further training since the last inspection, such as SVQ 3 in Social Services (Children and Young People). These qualifications supported the childminder in gaining further knowledge to improve their practice and service. As a result, children's outcomes were improved and they were helped to reach their full potential.

Children were confident to come to the childminder for comfort, and cuddles were freely given to children. The childminder had taken part in 'Prioritising Children's Wellbeing' training. The childminder was able to identify how they could improve children's wellbeing while they attended the service. This resulted in more outside play and exploring the woodland space, supporting children's right to play and take part in a wide range of artistic activities. This exposed children to different life experiences and promoted health and wellbeing for them. One parent shared with us; "Vicki has nurtured and made my children the children they are today." This resulted in children who felt valued, loved and secure while they attended the service.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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