

# McIntyre, Tracey Child Minding

Kilmarnock

**Type of inspection:**  
Unannounced

**Completed on:**  
23 August 2024

**Service provided by:**

**Service provider number:**  
SP2015987367

**Service no:**  
CS2015341161

## About the service

Tracey McIntyre provides a childminding service from their home in a quiet residential area in the town of Kilmarnock in East Ayrshire. 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 are inclusive of the childminder's own children. At the time of our inspection there were six children present, of whom four were minded.

The service is close to local primary schools, shops, parks and other amenities. The children are cared for in the lounge and dining area. Children also have access to a downstairs toilet and an enclosed rear garden.

## About the inspection

This was an unannounced inspection which took place on 20 August 2014 between 13:45 and 17:00. 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:

- spoke with the childminder
- gained feedback from two parents/carers through MS Form questionnaires
- observed practice and daily life
- reviewed documents.

## Key messages

- Children experienced warm, nurturing interaction from a childminder who knew them well.
- The childminder had formed positive relationships with children and families, and provided a home-to-home experience.
- Children had access to a welcoming space to play both indoors and outdoors.
- The childminder had good links within the local community, and the children benefitted from regular outings.
- To support meaningful improvement, the childminder regularly consulted parents.
- To support positive outcomes for children, the childminder was committed to continuous professional development.

## 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.

### 1.1 Nurturing care and support

Children benefitted from a childminder who was warm, kind and caring. The childminder responded to children's needs using nurturing approaches, such as offering cuddles and reassurance when children were upset. This supported children to feel safe and secure.

The childminder took time to get to know the children before they started at the service. They asked parents to complete information about the child's likes and dislikes which supported the childminder in meeting the children's individual needs. The childminder valued each child as an individual, offering settling-in sessions to suit their individual child. This enabled families to build up positive relationships and secure attachments.

The childminder respected children's routines from home. For example, they supported children's sleep routines and responded to children's cues when they were hungry. This supported children's wellbeing.

Interactions with children were positive, and children were consulted and listened to. For example, the childminder and children discussed and recorded a range of outings throughout the summer holidays. They enjoyed scoring off the places they had visited. This contributed to children feeling valued and that their views mattered.

Parents were invited into the service, and the childminder created a welcoming environment where they could share important information. This enabled parents to be part of their child's learning.

Effective personal plans supported children's wellbeing. These were created in partnership with parents which helped to promote continuity of care for children. Relevant information was included in the plans which enabled the childminder to meet children's individual needs and plan their learning and development. Children benefitted from a childminder who knew them well, and detailed plans supported children to get the right support at the right time. One parent commented: "(the childminder) discusses what I feel should be in the personal plan and if I agree with what they have included. They regularly ask if we have any concerns."

### 1.3 Play and Learning

Children were having fun and they could access a variety of toys and materials that were of interest to them. For example, children enjoyed making up their pencil cases for starting school and exploring 'busy books' the childminder had prepared. This enabled them to express themselves and develop their ideas as they could mark make and draw. As a result, children were engaged in play. Parents commented "My kids love going to (the childminders) and always have fun."

The childminder had built good, strong relationships with children. The children were confident to share their ideas in play experiences with the childminder. They involved the childminder in their play as they explored the toys and materials. For example, while exploring various creative materials, such as paint and

coloured pens, they were enthusiastic about showing the childminder what they had made, and they worked together with the childminder to develop their ideas. The childminder offered praise and encouragement. As a result, the children were happy and confident.

Through play experiences, children were encouraged to develop their ideas and be creative. The childminder had developed some loose-parts play materials through consultations with children and parents. Loose parts are materials that can be moved, redesigned, and used in multiple ways. Children had opportunities to explore loose parts such as tins, sensory bottles, pegs, and wooden reels. This supported children in developing their curiosity, imagination, and problem-solving skills through play.

The childminder supported children to develop their literacy and numeracy skills, for example, through discussions with children about life experiences such as starting school, access to a range of books and using the seasonal packs the childminder had prepared with literacy and numeracy tasks included. This included considering children's ideas and comments and learning from their experiences. As a result, children were engaged and focused during their play.

## 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.**

### 2.2 Children experience high quality facilities

The childminder's home was warm and welcoming, with plenty of natural light and ventilation. The children had space to play and relax, which supported their overall wellbeing.

Children were kept safe as the childminder supported them to identify dangers and manage hazards. For example, the childminder supported children through discussions and information relating to road safety and 'stranger danger.' They kept registers of children attending, and the childminder's home and resources were clean and safe for children. Risk assessments helped ensure high-quality facilities and the safety of all children. These measures reduced risks to children and ensured they were kept safe. Parents told us: "(the childminder) provides a safe, welcoming and caring environment for my children".

Infection prevention and control procedures supported children's wellbeing and helped reduce the spread of infection. For example, the childminder used personal protective equipment for nappy changing, children were encouraged to wash their hands at important times such as before eating, and they used disposable towels to dry their hands.

Children had access to resources that considered their individual needs and interests. These were rotated regularly following consultations with children to support their differing interests. Toys and materials such as books, seasonal activity books, and arts and crafts materials supported children's choices and interests.

Children benefitted from an enclosed, exciting garden where they could access loose part materials, such as tyres and pipes as well as a wooden play house, trampoline and bikes. The childminder told us that children enjoyed being outdoors in all weathers. This supported the children's wellbeing, as they had regular access to fresh air and exercise. Parents comments included: "My children love (the childminder's) garden as there is lots to do" and "They have an outdoor play area in their garden which they use often."

The childminder had good links within the local community, and children benefitted from regular outings. They frequently attended the local toddler group, book bug sessions and soft play sessions, and they visited local parks. This enabled children to become familiar with their local and wider environment. Parents told us their children regularly went to toddlers groups, book bug, messy play, and local parks.

## 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.**

### 3.1 Quality Assurance and improvements are led well

The childminder was motivated to ensuring continuous improvement to support positive outcomes for children and families. For example, they highlighted that feedback from parents relating to setting children's targets could be more informative. They had then created detailed questions to support these consultations enabling them to gain more meaningful feedback.

The childminder consulted regularly with parents in a range of ways such as through questionnaires, sharing photos of children engaging in experiences and discussing children's learning and development with parents. This provided opportunities for parents to give feedback and supported the childminder to make informed improvements thus supporting positive outcomes for children. Parents commented: "(the childminder) regularly asks us for feedback and lets me know of new things they are planning to ensure I am happy with it".

Policies were in place and these were reviewed regularly and updated by the childminder. They shared policies and procedures with parents, including changes and updates. This supported parents to be involved in the service and allowed the childminder to make informed improvements within the service.

The childminder had developed a meaningful improvement plan for their service, they had identified what they were doing well and what areas they would like to develop relating these to children's interests. For example, further developing the garden to enhance sensory experiences for children. Their professional approach and commitment to improvement ensured children experienced consistently high quality care, play and learning.

## 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.**

### 4.1 Staff skills, knowledge and values

The childminder supported children's wellbeing through compassionate and responsive care. They had built strong relationships with children and families, and their interactions supported children's confidence. As a result, they positively influenced children's lives as they developed and learned.

The childminder was committed to their continuous professional development and had completed training relevant to their role. They made good use of professional development opportunities that linked directly to enhanced outcomes for children. They were a member of the Scottish Childminding Association (SCMA) and were aware of the Care Inspectorate's Hub to access learning documents. They had kept a log of training

completed and recorded what impact this would have on their practice. As a result, children benefitted from a childminder who was well-trained, competent, and skilled.

The childminder had developed positive links with other childminders, which encouraged sharing good practices and ideas. This also provided the childminder with a network of support, which further enhanced high-quality practice and experiences for children.

The childminder interacted with children in a responsive, stimulating way to promote their curiosity, independence and confidence. They recognised the importance of fun in children's play to enable learning to be taken forward and were committed to providing the best possible outcomes for children.

## 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 health and wellbeing the childminder should ensure paper towels are stored in a covered receptacle to prevent contamination when children wash their hands in the toilet.

National Care Standards for early education and childcare up to the age of 16 - Standard 3: Health and wellbeing.

**This area for improvement was made on 21 October 2016.**

#### Action taken since then

Children had access to paper towels within the toilet of the childminder's home. These were kept within a wipeable container at the sink area. Children used these after handwashing and disposed of them in a designated bin. This enabled children to use individual paper towels to dry their hands and reduced the spread of infection.

**Therefore, this area for improvement has been met.**

### 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?	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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