

Katie's Childminding Child Minding

Ellon

Type of inspection:
Unannounced

Completed on:
10 September 2024

Service provided by:
Katie Fyfe

Service provider number:
SP2015987649

Service no:
CS2015343576

About the service

Katies Childminding currently provides childminding services from their home in a residential area of Ellon. The childminder is registered to provide a care service for 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.

The service is close to a local school, parks and other amenities. The minded children make full use of their own play room, kitchen/diner, comfortable seating area, sleep room and downstairs toilet. 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 Tuesday 10 September 2024 between 12:00 and 14:50. 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 since the last inspection.

In making our evaluations of the service we:

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

Key messages

- Children experienced warm and kind interactions with a respectful childminder.
- Toys and resources were easily accessible for children to freely choose what to play with.
- Children's interests were developed further in a meaningful way, helping children to feel valued and respected.
- Children's play and learning experiences were enhanced through the use of the wider community.
- Children's independence was promoted in a way that supported them to build life skills.

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 care and support from the childminder. They had developed positive relationships with children and their families and knew them well. One parent shared; "Katie helped them develop and grow their confidence" and another parent told us; "it's a home away from home for [my child] where my child feels comfortable and happy." As a result children's overall wellbeing was supported and their needs were met.

All children had an individual personal plan and 'all about me' form in place which supported their wellbeing. These were reviewed in line with current best practice, at least every 6 months or sooner if changes occurred. Parents told us they had regular reviews and communication with the childminder. A parent shared; "Katie updates me on the 'Family' app as well as verbally at pickups on their development." Another parent told us; "My views are taken into consideration in relation to this to build a full picture of [my child's] development." These regular reviews and discussions ensured children's information was current and up to date.

Lunchtime was a relaxed, calm and a sociable experience. Children independently prepared their own lunch, with a choice of sandwich or wrap with various fillings. They confidently spread the butter and fillings on their choice of sandwich or wrap. The childminder praised the children for their accomplishments and supported them if they asked for help. The childminder sat with the children while they ate and engaged in conversations. They gathered information about snack choices children would like to try next. The childminder was being mindful of the importance of healthy choices and encouraged children to try new foods. For example, one child expressed they liked mango and another stated they had not tried it, this was then planned on the next snack menu, for everyone to try. This allowed children to share their likes and dislikes with their peers.

Children's sleep routines were responsive to individual needs and preferences. A separate sleep room with a travel cot and video monitors were available for children to use, following best practice. This ensured children were kept safe while they slept. Opportunities to rest and relax on a large comfortable sofa with cushions and blankets were available to children. This helped children to feel comfortable and relaxed.

Nappy changing took place in the downstairs bathroom, this provided dignity and respect for children who required changing. Current best practice was followed throughout the nappy changing process. Children's permission was asked before the childminder took them to get changed. This supported children to feel safe while receiving intimate care.

The childminder was trained in child protection and was confident in how to identify or handle concerns. They used individual chronologies for children to record significant events, to help build a wider picture of the children's lives. This allowed the childminder to safeguard children and identify where support could be given to families.

Quality indicator 1.3 Play and learning

The childminder engaged with children in a sensitive and respectful manner. Children were reassured and supported to follow their interests throughout their play and experiences. For example, when children wanted to play outside, they were encouraged to independently get ready and explore the outside space if they wished. As a result, children felt respected and listened to.

Children were able to lead their own play and learning from a variety of resources and toys. The play room was organised and resources were accessible for children. This empowered children to independently access a variety of resources and books. One child told us while playing with the large bricks; "I like playing with this, we build big towers" and another child shared; "look, we can build it bigger on this side." These resources supported children to problem solve and be creative while they played.

Planning approaches were responsive and child centred. Children's interests and opinions were listened to. For example, when they visited the community fridge they collected some banana's and one child wanted to make a banana cake. This activity was carried out on the day of inspection, where children spoke excitedly about their activity they had planned. Following children's current interests helped children to feel valued and respected. Responsive planning trees were displayed in the playroom, where observations and interests were identified. Next steps and how these were achieved were also displayed through the form of pictures on the tree. We discussed having the tree low enough for children to engage with and allow them to revisit their activities they had taken part in. This would help children to celebrate their learning and achievements with their peers.

Language, literacy and numeracy opportunities were promoted throughout children's environment and interactions with the childminder. For example the childminder used open-ended questions with the children while making their lunch together, to reflect on their morning activities. Such as, "what was your favourite song we sang at group today?" The childminder had further identified ways to develop literacy and numeracy throughout the service. A new story corner was in the process of being developed. In addition they had introduced more loose parts in the home corner to develop children's curiosity and imagination skills.

The childminder recognised the importance of outdoor play experiences. Children benefitted from daily opportunities to explore the garden and their local community. For example, the Community Café, where children benefited from playing games and having snacks with members of the community. This supported children's high quality play and learning beyond the setting and to develop positive community links. One parent shared their child had "lots of outdoor adventures made fun, painting in the woods and storytelling in the woods." These opportunities further encouraged children to develop an understanding of the natural world around them and to feel part of their community.

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 clean, well presented and welcoming.

They had access to their own playroom within the home which provided ample space for the children to move and explore freely. There was a dining space with a table that allowed children to eat together, play games or take part in activities, such as baking. Children had dedicated spaces to keep their belongings within their playroom and were confident to move throughout the childminders home. This gave children a sense of belonging.

Risks had been assessed and possible hazards identified throughout the home and beyond, with risk assessments in place. Risks were reviewed regularly and when changes were made to the environment, for example the garden renovation. This had been considered and these areas were blocked off. As a result, children could still freely explore the outside space as they wished and safely.

Effective systems were in place for safe management of infection prevention and control practice, in line with current best practice. The home was clean and well maintained with cleaning schedules in place. Children independently washed their hands closely supervised by the childminder and took part in discussions on why we have to wash our hands. One child told us; "we take our shoes off here because we don't want to get dirt on our toys." This helped children to understand how to keep themselves safe and reduce the spread of infection.

Accidents and incidents were recorded and shared with parents appropriately, following best practice. The childminder kept a copy of any accidents or incidents in the child's file and used this to help identify patterns and provide support if required.

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

Children benefitted from a childminder who was committed to providing a quality service. Their caring reassuring manner meant that they had developed positive relationships with both the children and their families. One parent shared; "Katie is so welcoming, friendly and professional." Another parent told us; "Katie is a huge part of [my child's] life and my child is always keen to tell her about new things they have tried or achieved." As a result children and their families felt valued and at ease in the service.

The childminder had developed a meaningful improvement plan for the service. Self-evaluation processes were supported with the use of 'A quality framework for daycare of children, childminding and school-aged childcare' document. This allowed the childminder to reflect on what was going well within the service and how it impacted children's outcomes. Parents feedback and observations of children's interests supported the childminder to identify priorities, for example to further develop loose parts and real world play. One parent told us; "Katie often asks myself and my child for feedback or suggestions on upcoming activities and resources." This resulted in families and children who felt involved in the learning and activities experienced while they attended the service.

The childminder communicated and engaged with families through the use of daily chats and the 'Family' app. One parent shared; "Katie updates me on the 'Family' app as well as verbally at pickups" and another parent told us; "Communication that we have had with Katie has been clear and complete." Parents were welcomed into the childminders home at drop off and pickups and additional times were planned if they wanted to discuss anything further.

This supported families to feel valued, included and promoted consistent care for children.

Policies and procedures were in place that underpinned the service. These were reviewed annually or sooner if changes occurred. We discussed ensuring the most up to date guidance was used when reviewing policies and procedures. This would ensure current best practice is followed when making changes to the service.

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

Children received care in a high-quality service where relationships mattered and children were supported to feel valued and loved. The childminder knew children well and were responsive to their cues and body language, enabling them to meet their needs. For example, the child minder observed children closely and identified when they were ready to finish an activity or explore another area. The childminder was proactive and asked the children what they would like to do and followed their request to play outside. This showed children that their feelings mattered.

The childminder's knowledge, skills and values supported high quality experiences and effective protection for children. The childminder was proactive in their approach to professional training and development. Meaningful training had been undertaken and linked to identified areas for improvement, for example loose parts training. The childminder could confidently share knowledge gained and how their practice had improved after training was completed. We discussed documenting this formally in training logs. This would allow the childminder to reflect on training at a later date and identify how it improved outcomes for children.

Children's wellbeing was very well supported through respectful and compassionate interactions. The childminder was down at children's level. They engaged in play and conversations with children and used simple language to support their language development appropriately. Comfort and praise were freely given by the childminder and children were confident to come for cuddles if they wanted. One parent shared; "Katie is so nurturing and loving to the children and supports their needs and development." As a result, children felt valued and loved.

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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