

# Berry, Karen Child Minding

Paisley

**Type of inspection:**  
Unannounced

**Completed on:**  
30 September 2024

**Service provided by:**

**Service provider number:**  
SP2004924927

**Service no:**  
CS2003045042

## About the service

This service registered with the Care Inspectorate on 01 April 2011.

Karen Berry runs a childminding service from her family home within the Paisley area of Renfrewshire. The service is provided from a detached villa, with children having access to the ground floor and back door area only.

Current registration allows the childminder:

To provide a care service to a maximum of six children at any one time under the age of 16, of whom a maximum of six will be under 12, of whom no more than three are not yet attending primary school (except on a Monday where four children can be present from 12pm to 2pm, the childminder must revert back to three children when one child leaves) and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

## About the inspection

This was an unannounced inspection carried out on 26 September 2022. 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:

- Observed two children using the service.
- Received four responses from parents currently using the service.
- Spoke with the childminder.
- Observed practice and daily life.
- Reviewed documents.

## Key messages

- Personal care for children was carried out sensitively and reflected children's routines.
- Planning approaches took into account children's individual stages of development.
- Infection prevention and control procedures supported children to be cared for safely.
- Quality assurance and self evaluation processes were in the early stages of development.
- The childminder had created a warm, nurturing space where children felt respected, secure and safe.

## 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

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

### Quality Indicator 1.1 Nurturing care and support

Children benefitted from warm and nurturing relationships. It was evident children had formed positive attachments with the childminder and each other. One parent told us; "I can tell that my child enjoys their time at Karen's, and always returns to me a happy, satisfied little child! I can easily tell how much Karen puts into her childcare, and how much she genuinely enjoys what she does. She has a special gift with small children, and I truly trust that my child is in the best care when they are at Karen's."

Since the last inspection the childminder had ensured that personal plans were in place for all children attending the service. These plans contained important information to support the childminder in ensuring children's emotional and health and wellbeing needs were being met. These plans were reviewed every six months and parents were regularly consulted on their children's learning and development. We reminded the childminder that a plan should be completed by them using information from parents within 28 days of a child starting the service. This will ensure children continue to receive care and support that is right for them.

Personal care for children was carried out sensitively and reflected children's routines. The childminder was attuned to children's needs and picked up on cues, for example noticing when children were ready for a nap and facilitating this. As a result, children were treated with respect and their dignity prioritised.

The childminder valued good communication with parents and parents told us they felt consulted and enjoyed receiving updates about their child throughout the day. One parent commented; "Karen sends me lovely updates about what my child gets up to in her care, such as colour sorting, colouring, doing jigsaw puzzles, or playing pretend with some of the many interactive toys available." As a result, parents felt involved and included in their child's care and learning.

The childminder had developed the mealtime experience for children since their last inspection. The childminder sat with children, who enjoyed a calm and unhurried time with their peers. This allowed the childminder to engage in some conversations with children and supported them in keeping children safe.

At the time of inspection no children were currently receiving medication. We asked the childminder to review their current medication policy to ensure it reflected best practice as set out in the Care Inspectorate document 'Management of medication in daycare of children and childminding'. This will continue to support the childminder in ensuring medication is administered safely.

### Quality Indicator 1.3 Play and learning

Children were happy and having fun with their friends. Play spaces for children were regularly updated and refreshed to support children to engage in experiences. The childminder had introduced some loose parts materials for children to explore. We discussed how this could be further developed to encourage children's curiosity and problem solving skills.

Planning approaches took into account children's individual stages of development. The childminder told us they used observations of children's play, discussions with parents and targets from children's personal plans to support them in planning experiences for children. As a result, children were supported to learn in a context that was meaningful to them.

Children had some opportunities to develop connections within their local community, for example, trips to the local park. One parent told us; "My child loves Karen's garden especially on an sunny day and loves going walks to see the ducks". Some parents felt this could be further developed. We discussed this with the childminder who agreed children would benefit from more regular access to the outdoor.

Children benefitted from regular opportunities to engage in experiences that supported their understanding and development of literacy and numeracy. For example, books, number and colour recognition materials were available for children to access daily. One parent told us some of their child's favourite experiences included; "Number play, outdoor adventures, words, colours and shapes. Play with bricks and books.."

## 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.

### Quality indicator 2.2 Children experience high quality facilities

Children benefitted from being cared for in a home that was bright, clean and well ventilated. Two large sofas and blankets provided cosy spaces for the children to rest and relax. Ample floor space for their play supported children to move around unhindered and provided opportunities for children to play together and develop relationships. One parent told us; "I think Karen's curated environment allows my child to learn and interact at their own pace, which has helped bring them out of their shell. Karen is also especially good at promoting positive and healthy social interaction between the children she cares for, and I can see the positive impact this has."

Resources for children reflected some of their individual interest. For example, we observed children engaging with toy cars and animals for extended periods of time. Children could access resources independently and the childminder discussed how more resources were stored in an outdoor shed. One parent commented; "Karen provides toys and experiences that my child is always so excited to come back and tell me about. They are also allowed to bring their own toys/ teddies if they want to."

Infection prevention and control procedure supported children to be cared for safely. Children were encouraged to wash their hands after using the bathroom and before eating. Personal protective equipment (PPE) was used by the childminder when changing children.

Risk assessments were in place and completed by the childminder daily. These were reflective of the childminder's current environment and were updated to add any changes. Regular home maintenance, for example boiler checks were in place to support a safe environment for children and families.

A secure garden area supported children to explore and have regular opportunities for fresh air. At the time of inspection the garden areas was accessible for children, however no resources were available as the garden had recently been cleaned. The childminder told us this was not usually the case and that children had access to a variety of resources, and parents also confirmed this.

## How good is our leadership?

4 - Good

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

### Quality indicator 3.1 Quality assurance and improvement are led well

The childminder engaged well in the inspection process and was open to any suggestions and feedback we gave. The childminder had actioned areas for improvement from their last inspection. These changes contributed to the childminder providing a good quality service for children and their families.

A handbook was available for parents which contained relevant information, policies and the childminder's vision, values and aims for the service. This meant that parents had a clear expectation of the service upon starting. Positive relationships with parents supported the childminder to meet children's needs. One parent told us; "Karen is always clear and precise about communicating information to me, and I feel comfortable communicating with her. Karen always sends me updates throughout the time that my child is in her care, and I can tell that she is very dedicated and committed to the children she cares for."

The childminder used various methods to gather feedback from parents about aspects of their service. For example, questionnaires and informal discussions. One parent told us; "Karen, besides always being open to discuss my child's particular needs, has provided surveys and questionnaires for me to complete to gain a more personalised view of my child's specific needs. As a result, parents felt valued and supported to contribute ideas and suggestions with a view to improving outcomes for their children."

Quality assurance and self evaluation processes were in the early stages of development. We could see where quality assurance had had a positive impact for children, for example reviewing children's personal plans regularly supported the childminder to be responsive to children's changing needs and interests. We discussed with the childminder how relevant documents and guidance for example, Care Inspectorate's 'Quality Framework for the daycare of children, childminding and school aged children' would further support them in evaluating and identifying any further improvements within their service. This would lead to a cycle of continuous development and promote positive outcomes for children and families.

## How good is our staff team?

4 - Good

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

### Quality indicator 4.1 Staff skills, knowledge and values

The childminder had created a warm, nurturing space where children felt respected, secure and safe. Parents told us they valued the childminders support and flexibility. One parent commented; "Karen goes above and beyond daily nothing is too much to ask."

The childminder was aware of the importance of ensuring they undertook professional development relevant to their role and was proactive in seeking out these opportunities. Since their last inspection the childminder had taken part in training relating to autism, children's mental health and first aid. As a result, children experienced good quality care and learning experiences.

The childminder was a member of the Scottish Childminding Association and discussed how they regularly visited the Care Inspectorate Hub to keep up to date with any relevant changes or new documentation. This supported the childminder in delivering quality outcomes for children and families.

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

By 30 November 2023, to support the care needs and wellbeing of children, the childminder must ensure that children's personal plan information is fully completed. Personal plans should be reviewed a minimum of once every six months in consultation with parents and a record of this kept.

This is to ensure care and support is consistent with the Health and Social Care Standard 1.15, which states 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).

It is also necessary to comply with Regulation 5(1)(2)(a)(b)(i)(ii)(iii)(c) (Personal plans) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210.

**This requirement was made on 18 October 2023.**

#### Action taken on previous requirement

Personal plans were put in place for all children. Evidence of this was sent to the inspector. Subsequently all new children have received a Personal Plan when joining the service.

**Met - within timescales**

## 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 provide quality for children during their mealtimes experience the childminder should review their current process. This should include, but not be limited to:

- a) Children eating together at a table.
- b) Children having access to appropriate crockery and cutlery to support them to develop positive eating practices and develop life skills.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS), which state that:

"As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships" (HSCS 3.5).

**This area for improvement was made on 18 October 2023.**

### Action taken since then

Children were observed eating at the table together. The childminder provide appropriate crockery for the children to eat from. Due to the nature of the food, cutlery was not necessary.

### Previous area for improvement 2

1. To keep children safe the childminder should review infection control processes in line with Health Protection Scotland's 'Infection prevention and control in childcare settings (daycare and childminding settings)'.  
  
This should include, but is not limited to:

- a) Children practice effective handwashing procedures.
- b) Appropriate nappy changing facilities that are suitable for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that:

"I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment" (HSCS 5.22).

**This area for improvement was made on 18 October 2023.**

### Action taken since then

The childminder had purchased personal protective equipment to support them in changing children safely. Children were encouraged to wash their hands after using the bathroom and before eating.

## 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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