

Suky's Childminding Service

Child Minding

Edinburgh

Type of inspection:
Announced (short notice)

Completed on:
20 September 2024

Service provided by:
Sukhwant Singh

Service provider number:
SP2014986437

Service no:
CS2014332481

About the service

Suky's Childminding Service is registered to provide an early learning and childcare service to a maximum of six children up to 16 years of age. These numbers should include the children of the childminder's family: of those six no more than three should not yet attend primary school; of those three no more than one can be under 12 months. Minded children cannot be cared for by persons other than those named on the certificate. An overnight service cannot be provided. Suky's Childminding Service is the provider.

The service is provided on the ground floor of a residential property in Edinburgh which is the childminder's home. The property has an enclosed garden. The service is next to local transport routes and near shops and schools.

About the inspection

This was a short notice announced inspection which took place on Tuesday 17 September 2024 between 15:45 and 17:45. We gathered further information from the provider on Friday 20 September via a Microsoft teams call.

To prepare for the inspection we reviewed information about this service. This included the last inspection report, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- received three responses from parents to our electronic requests for feedback
- spoke with and interacted with children
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents relating to children's care and learning and the management of the service.

We provided feedback to the childminder on Friday 20 September 2024.

Key messages

- Secure attachments had developed between the childminder and children. These positively contributed towards children's healthy development.
- Children were meaningfully and actively involved in leading their play.
- Children's wellbeing benefited from a pleasant, homely environment.
- The vision, values and aims of the service were reflected in children's actual experiences and resulted in positive outcomes for children.
- The childminder was committed to strengthening self-evaluation processes by making greater use of best practice documents.

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

Positive and nurturing relationships had been developed between the children and the childminder. The childminder expressed genuine warmth in their interactions with children. This was reflected in their facial expressions, body language and soft tone of voice. The children were comfortable in the childminder's company and engaged in relaxed conversations about their day at school and interests. These secure attachments contributed to children's healthy development. Parents' comments included; "Suky clearly cares about each individual child".

Mealtimes provided further opportunity for the children to build meaningful connections and promoted their social development. The childminder sat alongside the children as they ate. This familiar, nurturing routine provided children with a sense of family and belonging. Children were consulted with on menu planning, helped grow vegetables and prepared meals. The childminder had embraced the children's idea to use a lottery theme where each day, one of the children's favourite snacks was chosen. In this way, the childminder valued each child's individual preferences, while encouraging children to try different foods within a positive social experience.

The childminder had invested in creating a strong partnership with parents. Trusting relationships and open communication helped enable the childminder to know children's needs very well. Parents' comments included; "Suky is very alive to my child's needs and responds appropriately". Personal plans were completed in collaboration with children's parents to assess and review children's wellbeing needs. As part of their commitment to making continuous improvements, the childminder was developing the personal planning template to ensure the information gathered was purposeful.

Quality indicator 1.3: Play and learning

Children were meaningfully and actively involved in leading their play. Children were familiar with the service's layout and confidently selected their preferred resources accessible to them. Children happily played for long periods of time at their preferred activity, further showing their sense of security within the service. This included using writing materials and play figures. The childminder created a child-centred environment which promoted children's autonomy and empowered them to play at their own pace.

Skilful interactions were used by the childminder to extend children's learning and development. The childminder effectively judged when to become involved in children's play and learning and when to provide space. This demonstrated the childminder's knowledge of children's stages of development and need for independence, resulting in children feeling respected. The childminder showed genuine interest in children's play and developed child-initiated ideas by increasing children's vocabulary and successfully engaging children's imagination.

The childminder was responsive to children's needs and wishes while offering new experiences and a sense of challenge. A child had requested to make a birthday cake for their parent. Within this experience, the childminder developed the children's skills in language, literacy and numeracy.

The childminder intentionally introduced resources into the environment that provoked children's curiosity. For example, the children had shown an interest in a ball of wool. The childminder had invited children to learn to knit. These valuable learning opportunities empowered children to achieve within a child centred ethos.

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's wellbeing benefited from a pleasant, homely environment. The service was well decorated with paintings, ornaments and plants. Comfortable seating was available if the children wanted to rest and relax. Many windows provided an abundance of natural light and ventilation. Doors leading onto the garden enabled children to flow between indoor and outdoor play at their choosing. The well-designed environment positively contributed towards children's sense of worth.

The setting's indoor and outdoor environments provided a variety of learning opportunities to support children's development. The children proudly spoke about their creative work displayed in the service, which meant they had a sense of ownership of the space. Outside, children had fun as they developed their physical skills. The children enthusiastically played football and gained inspiration from the resources available. This included demonstrating their creativity and confidence by using a microphone to provide a commentary on the match. In this way, children's developmental progress was facilitated through a stimulating setting.

Effective systems were in place to promote children's safety and health. The environment was clean and well-maintained. An enclosed garden provided security and respected children's privacy. Personal hygiene routines were established to help reduce the spread of any infection.

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 vision, values and aims of the service were reflected in children's actual experiences and resulted in positive outcomes for children. The childminder had created a safe, happy environment. Secure attachments enabled children to explore independently and make informed choices in their play and learning. The childminder was passionate about instilling a strong sense of self-belief in children. Nurturing relationships and skilful interactions helped achieve this and empowered children to have a growth mindset.

Children and families were meaningfully involved in the delivery of the service. Positive relationships between the childminder, children and families resulted in children feeling comfortable and confident to express what they would like to happen. The childminder acted on children's views, so children felt heard.

The childminder modelled a solution focused approach when some of the children's suggestions required more extensive risk assessment and management, for example planning an outing to the beach. The childminder had requested feedback from parents, which complimented the service provided. Parents commented that their children looked forward to attending the service; that this was their choice. This further highlighted the service's empowering ethos and upheld children's right to be involved in decisions that affected them.

The childminder had a clear insight into the service's strengths and areas for development, which were in line with our inspection findings. The childminder was committed to strengthening self-evaluation processes by making greater use of best practice documents.

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, knowledge and values

The childminder's strong value base positively impacted on children's emotional wellbeing. Compassion and sensitive attunement enabled the childminder to notice changes in children's emotions and levels of engagement. The childminder worked closely with parents to understand the child's wider world and support children's development. The childminder consulted with children on what they would find helpful and facilitated opportunities for children to take forward their idea to create a feelings box. The childminder noticed how the children's emotional resilience increased.

The childminder was committed to reflective practice and used this to improve outcomes for children. Professional relationships had been built with other childminders which helped inspire the childminder's vision, values and aims, particularly the investment in building strong connections with children and families. Training was undertaken, including first aid and child protection. The childminder was committed to building upon these opportunities and documenting how the learning gained had impacted on outcomes for children.

A sound knowledge of child development and relevant theory underpinned the childminder's practice. Secure attachments resulted in children feeling comfortable and confident. The childminder was measured and calm. This predictability helped strengthen healthy relationships and established trust. Interactions between the childminder and children demonstrated mutual respect. This resulted in children expressing their opinions and ideas and having confidence that the childminder actively listened to them.

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

It is recommended that after consultation with each child and parents/carers, on a six monthly basis, that the children's plans are reviewed to ensure that all information held is accurate and up to date and that the service meets the needs of individual children. The childminder should note the review date on all documentation.

National Care Standards: Early Education and Childcare up to age 16 years Standard 14. A well - managed service.

This area for improvement was made on 12 January 2017.

Action taken since then

The childminder had invested in creating a strong partnership with parents. Trusting relationships and open communication helped enable the childminder to know children's needs very well. Parents' comments included; "Suky is very alive to my child's needs and responds appropriately". Personal plans were completed in collaboration with children's parents to assess and review children's wellbeing needs. As part of their commitment to making continuous improvements, the childminder was developing the personal planning template to ensure the information gathered was purposeful.

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.

Detailed evaluations

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| 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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