

Debbie Shannon Childminding Child Minding

KILMARNOCK

Type of inspection:
Unannounced

Completed on:
4 October 2024

Service provided by:
Debbie Shannon

Service provider number:
SP2020991334

Service no:
CS2020380774

About the service

Debbie Shannon provides a childminding service from the family home in the residential area of Kilmarnock. The childminder may care for a maximum of six children at any one time up to 16 years of age. Numbers are inclusive of children of the childminder's family. Three children were present at the time of the inspection. One of the children was the childminders own child and the other two were minded children.

The service is close to local amenities including the local school, nursery, shops and parks. The service is delivered from the ground floor of the family home with children accessing the playroom and downstairs bathroom. Children have access to the enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on 2 October 2024 between 12:00 and 14:15. 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:

- gained feedback from five parents through Microsoft Form questionnaires
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children's wellbeing was supported through warm, nurturing interactions with the childminder.
- Children were having fun at the service.
- Children benefitted from a safe, secure environment which supported their individual interests and needs.
- The childminder had identified areas for improvement to support better outcomes for children.
- Children benefitted from a childminder who was committed to their 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?	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?

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

The childminder displayed warm, nurturing interactions with children. They 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. Parents commented "(The childminder) is nurturing and has developed a good relationship with my child."

Children's routines from home were continued. For example, they were supported in toilet training and were able to sleep and eat at a time that was right for them. This supported their individual needs and overall wellbeing.

Interactions with children were positive, and the childminder consulted and listened to children's views and opinions. For example, the childminder respected children's choices and preferences and frequently asked them what they would like to eat and what they would like to play with. This supported children to feel valued and that their views mattered.

Positive partnerships with parents supported children's wellbeing. Effective personal plans with meaningful targets for children enabled the childminder to meet children's individual needs and plan their learning and development. For example, the childminder had identified ways to support children after the summer break. Plans were created in partnership with parents, which helped promote continuity of care for children. Relevant information was included in the plans which the childminder updated regularly. Parents commented "There are regular opportunities to discuss my child, and their care often."

Children benefitted from unhurried mealtimes. The childminder sat at the table with the children, and everyone chatted as they ate. This supported a relaxed, sociable experience for children and helped keep them safe.

1.3 Play and Learning

Children could self-select toys and materials to support them in developing their ideas. They were having fun as they could access a variety of toys that were of interest to them. The childminder incorporated children's interests into play experiences. For example, children had been interested in dressing up and dolls. The childminder had created appropriate floor space for the children to explore a range of dolls, clothes, and prams. As a result, children were happy, confident and making progress. Parents commented ""My child's development has been greatly increased since joining."

The childminder supported children in developing their ideas and creativity in play and extended their play and learning. For example, the children had made an aeroplane from a cardboard box that they had decorated. They were provided with opportunities to revisit this, and they then made it into a car and used it as a space to hide.

The childminder supported children to develop and learn as they provided challenge in their play. For example, we observed children using a range of loose parts, such as tubes, sticks, leaves, and tubs. Loose parts are materials that can be moved, redesigned, and used in multiple ways. They were using the sticks to try to touch the ceiling. The childminder used language such as, "Is that stick big enough? Do you think we need a bigger stick?". This supported children in developing their problem-solving skills through play. One parent commented, "My child has been taking part in loose parts play, outdoor play and creative play."

Children were supported to develop their knowledge of seasonal and cultural festivals in play. For example, the childminder incorporated books about the different seasons. The children took part in nature walks where they discussed and collected items relating to autumn, such as leaves and pine cones, and the children had opportunities to make ghosts for Halloween. These were then displayed within the childminder's home and shared with others, sharing children's achievements.

The childminder supported children in developing their literacy and numeracy skills. For example, they talked to the children, listened to them, gave them time to respond, and used repetition of words and phrases to support children in developing their vocabulary. They also discussed the colours and sizes of objects and materials through play as the children played with the toys and materials available to them. As a result, children were engaged and focused during their play.

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.

2.2 Children experience high quality facilities

The childminders home was warm and inviting for children. There was plenty of natural light and ventilation. Children's work was displayed within the childminder's home. This gave the message that children mattered.

Children had access to resources that considered their individual needs and interests. The childminder rotated these regularly following consultations with children to support their differing interests. Toys and materials such as books, puzzles, imaginative play, and arts and crafts materials supported children's choices and interests.

The childminder was proactive in evaluating and assessing risks within their home. For example, they removed toys and materials from the floor to prevent trips and falls, keys were kept out of reach of children, and the childminder kept daily registers of children attending the service. Risk assessments helped ensure good facilities and the safety of all children. These measures reduced risks to children and ensured they were kept safe.

Some infection prevention and control procedures supported children's wellbeing. For example, the childminder used personal protective equipment for nappy changing, and surfaces were wiped before mealtimes. To avoid disturbing other children sleeping, the childminder used wipes to clean the children's hands before mealtimes. We asked that the childminder use liquid soap and water and encourage children to independently wash their hands before eating. This would help reduce the spread of infection.

Children had access to an enclosed outdoor garden, although the garden gate lock had recently been broken. We asked that the childminder put temporary measures in place to ensure this area was fully enclosed, and they agreed. This would ensure children were kept safe while accessing the childminder's garden.

The childminder had good links with the local community. The children frequently attended the local toddler group, hop-and-bop classes, and the local parks, which enabled them to become familiar with their local and wider environment. Parents commented "They are always outdoors travelling to clubs," and "My child enjoys being taken to classes."

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.

3.1 Quality Assurance and improvements are led well

The childminder had developed a meaningful plan which supported improvement in their service. They had identified what they were doing well and what areas they would like to develop. For example, they had identified improving loose-parts play and linked this to the four seasons, which we observed in practice. Their approach supported positive outcomes for children.

The childminder regularly consulted with parents in various ways, such as through questionnaires, sharing photos of children engaged in experiences, and discussing children's learning and development. This provided opportunities for parents to give feedback. We asked the childminder to develop these consultations to be more focused and relate them to the areas for improvement they had identified. This would support the childminder to make informed improvements relating to the needs of children and families accessing the service.

Policies and procedures were in place and supported the childminder in their practice. The childminder shared their policies and procedures with parents when they started at the service, which enabled them to share their expectations. We discussed with the childminder dating policies when reviewed and sharing these with parents. This would support parents in being further involved in the service and support the childminder in making informed improvements.

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.

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. Parents commented (The childminder) is friendly, easy to talk to and supportive."

Children and families benefitted from a childminder who was well trained and committed to their continuous professional development. The childminder had completed training relevant to their role, such as Child Protection and First Aid. They had kept a log of what impact this training would have on their practice. We discussed with the childminder further linking training to areas they had identified for improvement. This would support them to develop their skills as they made improvements within their service and enhance opportunities for children.

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

The childminder should develop an approach to quality assurance and self-evaluation to ensure continuous improvement for children. In addition, the childminder should become familiar with best practice guidance and use it to support their self-evaluation and continuous improvement approaches.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 21 September 2023.

Action taken since then

The childminder had a development plan to support improvements within the service. They had identified targets and set timeframes leading to meaningful improvements in practice.

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.

Detailed evaluations

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How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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