

Fun and Grow Childminding Service Child Minding

GLASGOW

Type of inspection:
Unannounced

Completed on:
4 September 2024

Service provided by:
Nadia Khan

Service provider number:
SP2022000124

Service no:
CS2022000174

About the service

Fun and Grow childminding service is provided from the childminders home within the Govan area of Glasgow. The childminder is registered to provide a care service for a maximum of six children up to 16 years of age. The childminders home is close to the local school, shops, parks, and other amenities. The childminder made good use of the wider community with children. Children are cared for within the living room of the property. Children had access to the toilet area to support their personal care. At the time of inspection, there were two minded children being cared for.

About the inspection

This was an unannounced inspection which took place on Tuesday 3 September. 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 registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- spoke with childminder
- observed practice and daily life
- reviewed documents
- received electronic feedback from two parents/carers

Key messages

- Children were nurtured and happy.
- The childminder had developed positive relationships with families.
- The childminder should review medication policy and procedures to support children's health and wellbeing.
- The childminder should develop risk assessments to support children's health, safety and wellbeing.
- Parents were happy with the quality of care provided by the childminder
- Children had fun with the childminder.
- The childminder should access further training opportunities to enhance experiences for children and support their safety and care.

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

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| 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, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Two children were attending the service on the day of inspection. The childminder was caring for children after school. Children were cared for in a warm and nurturing manner. The childminder knew her children well and was attentive to their needs. This supported them to feel comfortable and secure in the setting. The childminder used a rights-based approach with children, allowing them to have freedom in choosing what they wanted to do. One parent commented, 'She understands and respects the children needs.'

Personal plans were in place which were reflective of the positive relationship the childminder had with children and families. This had the potential to help children feel comfortable and supported. The childminder shared with us that she regularly updated parents throughout the day about their child's play and learning. We discussed with the childminder that she should record any strategies identified to support children with additional support needs. This would enable children to receive the care which met their individual needs.

A policy was in place for the safe administration and storage of medication. No medication was stored at the time of inspection. The childminder should update their policies and procedures to ensure that if a child does need medication, it can be administered safely. This would help to support children's health and wellbeing.

The childminder provided snack for the children. Snack was a relaxed and unhurried experience for children. Children had the opportunity to make their own fruit kebabs using a selection of fruit. This supported their independence and life skills. The childminder sat with the children and discussed their day at school, making it a sociable experience for children.

Quality indicator 1.3: Play and learning

We observed that the children enjoyed their time with the childminder and had fun during their play. The childminder engaged with the children throughout our visit, offering support and encouragement. Parents who provided feedback agreed, 'My child's development is supported through interesting and fun play experiences.'

During our visit we observed the children participating in a baking activity with the childminder. Children had the opportunity to lead their own play, with the childminder supporting them when needed. This supported the children's independence and right to participate in play. The childminder used questioning throughout the session to support children's numeracy and literacy skills. For example, asking 'What is your favourite fruit?' and 'How many do you have'?

The childminder was gathering basic observations and photographs of the children's play and learning. Children's comments were recorded which supported them to have a voice in the service. The childminder should continue to develop these with dates added to show progress and highlight children's achievements.

Children benefitted from regular outings to their local community. They had regularly visited the local park and library. This supported children's play and learning beyond the setting and developed positive community links. The childminder had taken account of children's interests and likes when planning for their activities. This helped to engage their curiosity and enrich their learning.

How good is our setting?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children had use of the main living room area and toilet. The setting was clean, and pet areas were separated from the main play space. The childminder's setting was homely, bright, and well-ventilated through open windows. This sent a message to children that they mattered.

Children had access to a small variety of books, games, and toys. The resources available were easily accessible for children which supported their independence. We discussed with the childminder about developing a wider range of toys that challenged children and offered more opportunity for them to lead their own play.

Infection Prevention and Control practices supported a safe environment for children. The childminder promoted good hand hygiene practice. Children were encouraged to wash their hands when entering the setting, before and after snack and before baking.

The childminder was confident in discussing safety procedures at home and when outdoors. Risk assessments were not in place. We discussed with the childminder that the use of risk assessments would enable them to consider potential hazards and reduce risks to minimise accidents and injuries to keep children safe. Encouraging children to be involved in creating these would support the development of their life skills.

How good is our leadership?**4 - Good**

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The childminder told us she received verbal feedback from parents and carers which had been positive in response to the care and learning being provided. The childminder shared photographs with parents of activities children had participated in and electronic and verbal updates of the child's day. This supported parents to be informed about children's care, play and learning and provided opportunities for comments and feedback.

The childminder engaged well with the inspection process and was keen to take forward ideas for improvement. The childminder had begun to informally reflect on the service they provided and make some changes. For example, they had considered children's care and safety and were considering taking on an assistant to support with this. We discussed the value of further self-evaluation to develop and improve the service more widely. We signposted the childminder to the Care Inspectorates 'Quality framework for daycare of children, childminding and school-aged childcare', and supporting templates available on the Care Inspectorate Hub, to support them with self-evaluation and continuous improvement of their service.

A service handbook was available which informed parents of the services aims and objectives and some of their policies. The childminder gathered opinions from parents verbally to evaluate the service and look at areas for development. We discussed that the childminder should use more formal ways of gathering opinions from families and children to help make improvements and support them to feel more involved in the service. For example, asking parents for their suggestions, ideas, and what the service could do better. All parents who provided us with feedback agreed or strongly agreed with the statement 'My child and I are involved in a meaningful way to help develop the service.' We concluded the childminder valued and respected views of people who used the service and was at early stages of using these to inform positive change within the service.

How good is our staff team?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 4.1: Staff skills, knowledge, and values

The childminder was warm and kind in their interactions with children. They were caring towards children and had worked with parents to help children settle well into the setting. This supported children to feel safe and secure in the childminders care. The childminder responded positively to the minded children, offering help and support when needed. All parents who provided feedback agreed or strongly agreed with the statement 'Overall I am happy with the care and support my child receives in this service.'

We recognised that this was a relatively new service. We could see that the childminders previous experience had helped to develop their skills. The childminder was a member of the Scottish Childminder Association (SCMA). We discussed with the childminder that they should explore training opportunities to keep up to date with best practice guidance. For example, participating in further learning would support the childminder to develop practice to provide a safe, secure, and highly stimulating play and learning environment for children.

The childminder had a child protection policy in place and was clear of the responsibility to report any child protection concerns. We were satisfied the childminder could respond to any safeguarding concerns to support children and keep them safe from harm. We discussed the importance of them further developing their understanding by participating in child protection training. This would support them to keep children safe.

The childminder had fostered positive relationships with existing children and their families. The childminder supported children's wellbeing through compassionate and responsive care and interactions.

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? | 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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