

Linsey Paul Child Minding

Inverness

Type of inspection:
Unannounced

Completed on:
16 October 2024

Service provided by:
Linsey Paul

Service provider number:
SP2022000218

Service no:
CS2022000328

About the service

Linsey Paul is a childminder, registered to provide care for care for a maximum of six children at any one time up to 16 years of age, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers include the children of the childminder's family/household.

The childminder operates their service from a semi detached house in the village of Ardersier. Children have access to an open plan living room and dining kitchen, downstairs cloakroom and an enclosed garden to the rear of the property. The property is within walking distance of the local school, parks and shops.

About the inspection

This was an unannounced inspection which took place on 15 October 2024, between 12.15pm and 2.15pm. 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.

In making our evaluations of the service we:

- spoke with four children using the service;
- reviewed feedback received from three families;
- spoke with the childminder;
- observed practice and daily life; and
- reviewed documents.

Key messages

- The childminder supported children with nurturing and caring interactions, which supported their overall well being.
- Children were having fun as they played with a variety of resources that supported their developing imagination and curiosities.
- The setting provided a true home from home environment, which told children that they were valued.
- The childminder's aims and objectives reflected the service they provided, which meant that everyone had a shared understanding of what to expect.
- The childminder should reflect upon the impact of training and professional reading, to highlight the impact of any resulting improvements.

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

Quality Indicator: 1.1 Nurturing care and support

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.

Children benefited from warm and caring interactions from the childminder who knew them well. They supported children to manage their emotions as they played together and alongside each other. They were nurturing and responsive towards children. As a result, children felt settled, safe and secure.

The childminder had developed strong relationships with families, which supported the sharing of information about the children in their care. Parents told us:

"The childminder is fun, friendly and clearly put welfare and interests of child first".

"The childminder has developed a bond with my child. She understands her and caters to her interest and needs."

These strong relationships contributed to the childminder being able to anticipate individual children's needs and put plans in place to meet them. This meant that children's care and support was right for them, supporting their overall wellbeing.

Children enjoyed relaxed and calm mealtimes. They all ate together at the table, which promoted a positive, social experience. The childminder recognised the importance of children staying hydrated, with appropriate drinks being readily available. They were aware of prevention of choking guidance, remaining close to the children when they were eating so they were on hand should an emergency occur. They used these daily routines to further develop close relationships and bonds with the children in their care.

Processes and procedures were in place to ensure the safe management and administration of medication. Although there was no long term medication in place, the childminder kept clear records of when medication had been administered, with parental consent. This contributed to keeping children safe and healthy.

Quality Indicator: 1.3 Play and learning

Children were having fun as they played and laughed together. The childminder was very responsive to children's requests for different resources, recognising their right to play. This contributed to all children enjoying their chosen activity.

Children were able to choose from a wide range of resources and activities, suitable to their stage of development. Some children were excitedly building a den in the living room, gathering resources such as chairs and throws to make it bigger. The childminder supported children to keep themselves safe through well timed interactions, talking with them about where the den was positioned and what might support it to stay up. Children were developing their sense of risk awareness and problem solving as they played.

The childminder responded to individual requests for different arts, crafts and sensory play. Children were painting, playing with play doh, sand and decorating pumpkins. They supported children's developing language, literacy and numeracy as they played. For example, counting out craft resources, such as googly eyes, and discussing colours, wondering aloud, and comparing sizes as children experimented with different materials. As a result of the experiences on offer, children were also developing their natural creativity and imagination.

One child told us her favourite thing to do was "drawing and painting"; the childminder ensured that the resources on offer extended children's interests and engaged them. Children were able to return to their creations when they came back to the setting, which contributed to their sense of belonging.

Children's play and learning was shared with families, through conversation and the sharing of photographs. This supported parents to feel connected with their children, and supported the celebration of achievements. Parents commented on the 'variety of activities offered' and that the childminder "catered to their child's interests." This contributed to children being meaningfully engaged.

Children regularly visited local parks after school and in the holidays. This enhanced their play and learning opportunities, as they developed strong connections to the world around them.

How good is our setting?

4 - Good

Quality Indicator: 2.2 Children experience high quality facilities

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

Children experienced care in a home from home environment. The childminder's home was furnished to a high standard, with plenty of natural light, and children had plenty of space to play, learn and relax in. As a result, children felt valued.

Resources, both inside and outside, took account of the different stages of development of the children attending the service. Carefully designed storage meant that children could access different resources in the childminder's living room, while still enjoying a relaxing space. Free flow play was enabled to the garden through patio doors between the living room and the garden. This supported children's choice around where they wanted to play. The childminder recognised the importance of regular exercise and fresh air for children, which supported their overall health and wellbeing.

Effective infection prevention control measures protected children from the potential spread of infection. Children were encouraged to wash their hands after messy play, and after toileting. Older children were keen to help the childminder clean up after messy play, brushing up and wiping the table, contributing to the childminder's home being a safe and clean environment.

The childminder demonstrated a good understanding of risk, supporting children to assess risk for themselves in their play. This meant that children were able to push their own boundaries and develop their sense of self esteem through taking part in challenging and fun activities.

How good is our leadership?

4 - Good

Quality Indicator: 3.1 Quality assurance and improvement are well led

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

We found that the childminder provided a service that reflected their aims and objectives. Such as, offering a "safe, home from home setting", and "arts and crafts". These were shared with parents when they joined the setting, ensuring a shared understanding of what to expect. All of the parents who gave feedback either strongly agreed or agreed that they were involved in developing the service, through being asked about preferred activities or outings for example. The childminder could now review their initial aims and objectives, consulting with families and children to further ensure meaningful involvement and that their service continues to meet the needs of children and families.

Effective self-evaluation and quality assurances were in the early stages of development. The childminder valued the views of the children attending her service and their families, encouraging informal feedback through regular conversation and consultation. All parents who gave feedback as part of this inspection, strongly agreed that they were happy with the care and support their children received. We discussed with the childminder offering a variety of ways for families to give feedback, as they continue to develop their service.

The childminder kept up to date with best practice and guidance through regular updates from the Scottish Childminding Association. We discussed using the "Quality Framework for daycare of children, childminding and school aged children" to further support her self-evaluation, to identify where improvements could be made.

How good is our staff team?

4 - Good

Quality Indicator: 4.1 Staff skills, knowledge and values

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

The childminder supported children with compassionate and responsive care. They had developed strong relationships with children and families who had been using her service since it opened. One parent told us "Childminder is always professional and accommodating. Very communicative and always friendly and approachable." This contributed towards creating a positive atmosphere for children to play and learn in.

The childminder was committed to providing children in her care with quality care and support. Alongside completing core training, such as first aid and child protection, the childminder completed additional training as part of her own continuous personal development. We discussed recording the impact of training and professional reading, to support the childminder to make links between learning and enhanced outcomes for children.

The childminder was a member of the Scottish Childminding Association, having contributed to one of their newsletters when she first opened her childminding service, highlighting the need for them to be flexible in order to support families. Parents told us they valued how flexible the childminder was, commenting "Local provision is in very short supply so having a flexible service is very much appreciated", and that she provided a "valuable service".

The childminder made connections with other early years professionals, using these opportunities to engage in professional discussion to build knowledge. They engaged well in the inspection process, demonstrating her professionalism and commitment to improving outcomes for children.

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?	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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