

JAI Child Care Child Minding

North Berwick

Type of inspection:
Unannounced

Completed on:
16 October 2024

Service provided by:

Service provider number:
SP2009976515

Service no:
CS2009235367

About the service

Deborah Halbert, trading as JAI Child Care, (referred to the childminder in this report) provides a childminding service from their property, a detached house in a quiet residential area of North Berwick in East Lothian.

Children access the lounge/dining room, kitchen (which children had restricted access to), bathroom and cabin within the large enclosed rear garden.

The childminding service is registered to provide a care service to a maximum of 7 children at any one time, under the age of 16, of whom a maximum of 6 will be under 12, of whom, no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of the childminder's own family members.

About the inspection

This was an unannounced inspection which took place on 15 October 2024 between the hours of 14:00 and 15:30. We returned on Wednesday 16 October 2024 between the hours of 16:30 and 18:45 to complete the inspection. 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:

- spoke with three children using the service
- received digital feedback using an online form from four families
- spoke with the childminder
- observed practice and daily life
- reviewed documents relating to children's care and development and the management of the service.

We provided feedback on Wednesday 16 October 2024.

Key messages

- Children experienced warm, kind and caring interactions, helping them to feel relaxed and secure.
- Children's personal plans needed to be improved to document how their care and support needs would be met and planned for effectively. Information should be reviewed regularly in consultation with families to ensure information is kept up to date.
- Children's play areas within the cabin and outdoors need to be well organised, maintained and safe.
- A strong emphasis was placed on outdoor play and accessing the local and wider community.
- Good relationships had been developed between the childminder, children and their families.
- Further action was needed to improve upon the quality assurance and self evaluation processes for the service in line with best practice. This included, the recording of medication, accident and incidents.

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?	3 - Adequate
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 were happy, settled and relaxed in the setting. The childminder was warm and responsive in her approach and she had developed strong bonds with children in her care. This contributed to them feeling secure, and nurtured. One family commented, "We couldn't be happier. The childminder is warm and mothering and just the type of care we looked for. Our kids love her" whilst another family shared, "A homely experience where we can get all our child's needs met".

Children's health and wellbeing was supported as the childminder knew the children in their care well. Various information had been gathered for some children through discussions with their families and completion of forms to detail medical needs and any dietary requirements. During our first visit the childminder informed us she was waiting on information being returned from some families to complete their child's personal plan. We discussed the importance of this information, including medication information being held by the childminder. They took prompt action, which meant this information was in place when we visited the following day. Children's plans had not been updated as necessary to meet legislation (**refer to area for improvement 2 under Quality Indicator 3.1**).

Mealtimes and snacks were a sociable experience where children sat together at the table and their independence skills were encouraged. Children had opportunities to bake along with the childminder, for example, they had made chocolate muffins.

Children's individual sleep routines were supported by the childminder in agreement with families. Young children had the opportunity to sleep in a small cot when in the home. Other times children slept in their buggy. We discussed that the practice of allowing children to sleep in a buggy was not considered best practice. We sign posted the childminder to Scottish Government 'Safer sleep for babies', a guide for professionals.

Quality Indicator 1.3: Play and learning

Children's play was informal and was led by their interests and themes such as Autumn and Halloween. There were some natural resources available which promoted children to use their imagination and problem solve. The childminder and children were preparing for Halloween as they decorated the cabin and painted pumpkins. They shared these achievements proudly with their families. We observed the childminder down at the child's level supporting their play. She encouraged children's interests in books and read to a child in a manner which was fun, engaging and supported the child's language skills. Floorbooks and photographs evidenced the range of children's play and learning experiences.

The childminder was aware of the importance of children playing outdoors and encouraged this daily to support children's wellbeing. Families shared, "The childminder encourages children to be outside wherever possible. "The childminder has lots of pets so the children can learn how to play gently with animals. She has a big garden that our child loves" and "The childminder discusses trips, new toys and activities. She is always happy to adapt based on the needs of the children, such as, being tired after school".

As we arrived the childminder and children were preparing to go out for a walk and get fresh air. Children benefited from opportunities to explore and be involved with the local wider community. These included, involvement in toddler groups, outings with other childminders and minded children, walking the dog, visiting local shops, woods, the beach and parks. These provided opportunities to learn about nature, promote social interactions and have fun learning experiences with other children.

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

The childminder's home was clean, warm and comfortably furnished. There was plenty of natural light and ventilation. The environment was homely and provided ample space for children to play. As a result, children were confident and relaxed within the home.

Children used the cabin in the garden the majority of time for play experiences, whilst the family home was mainly used in colder weather. The cabin had been decorated for Halloween and there were some nice displays of children's art work, for example, different planets. To provide an inviting and stimulating environment for the children, the cabin should be clean, tidy and more organised. This would support children to have more independence and free choice (**see area for improvement 1**).

Children played with sand, painted pumpkins, and engaged with playdough, which promoted their coordination and fine motor skills. The childminder explained resources were rotated across the week from a storage cupboard within the cabin. Families confirmed, "Home from home, fun activities such as crafts, playing in garden and baking, my child is always happy to be there and excited to see their childminder".

We discussed with the childminder the need to be more vigilant to ensure children's safety within the home and whilst in the garden. For example, children were jumping from the window sill onto the sofa and cushions. Although the window was triple glazed this type of play had the potential to be dangerous. We asked the childminder to consider the safety aspects within the garden and cabin which need addressed promptly. This included, items stored on top of cupboards, removing or securing the step ladder and hose pipe, ensuring all areas where children may investigate are blocked off, or secured, slabs and other items stored appropriately. Prompt action was taken by the childminder after the inspection to make the garden safe for the children to use (**refer to area for improvement 1 and 2 under Quality Indicator 3.1**)

Areas for improvement

1. To improve children's play experiences and independence, the childminder should consider the general cleanliness, organisation, space and storage of resources within the cabin.

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

'I am able to access a range of good quality equipment and furnishings to meet my needs wishes and choices' (HSCS 5.21).

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

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 3.1: Quality assurance and improvement are led well

The childminder had a friendly and welcoming approach with children and families. This supported the development of long and trusting relationships. The use of WhatsApp, text messages and photos allowed parents to be involved in their child's day. Children and families' views were sought to inform the development of the service. Daily exchange of messages facilitated this. Families told us, "We are always welcomed into the childminder's house so see what our child has been up to and to chat about their day" and "(childminder) always asks for feedback on activities and suggestions on what the children might like to do. She also checks with us about what toddler classes etc she plans to take the children to".

The childminder needed to implement their policies effectively to ensure they followed current best practices and regulatory requirements. For example, applying their health and safety policies would support children's wellbeing, make sure the garden would be fully risk assessed and safe for the children to use. Sharing the policies with parents would ensure that the policies effectively supported the needs of both the children and their families (**see area for improvement 1**).

Paperwork was in place to record accident and incidents. The childminder confirmed a child had an accident whilst in her care and she had informed the child's family, but no official records were kept (**see area for improvement 1**).

The childminder was reflective of their practice during the inspection. They had made a start to evaluating their service against the Quality framework, using the quality indicators to evaluate their service. The childminder had looked at what was going well and any areas for improvements. Moving forward, the childminder could implement processes to enable them to quality assure other aspects of the service. For example, a system to ensure personal plans were maintained in line with legislation, accident and incident records were recorded. This could help embed a cycle of continuous improvement (**see area for improvement 2**).

Areas for improvement

1.

To keep children safe, and support positive outcomes, the childminder should consider and implement their policies effectively. For example, considering and applying their health and safety policies and procedures, to ensure children's wellbeing such as, risk assessing the cabin and garden to make sure these areas are safe, clean and well maintained for the children to use.

Furthermore to keep children safe, the childminder should implement their accident and incident policy, by keeping formal records of any accidents and incidents these should be viewed and signed by parents.

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).

'I use an organisation that are well led and managed' (HSCS 4.23).

2. To support a culture of continuous improvement and positive outcomes for children, the childminder should increase their knowledge and use of current best practice in Early learning and childcare. This should include using the Care Inspectorate's website and 'The Hub' to support personal planning, medication recording, as well as the use of best practice documents including but not limited to:-

- Guide for providers to personal planning'
- Management of medication in daycare of children and childminding services'
- Me, my family and my childcare setting'
- Safe sleep for babies'

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

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

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 was warm and respectful towards the minded children, she knew their interests and stages of development and planned for these. Families thought highly of the childminder. They confirmed the childminder always discussed with them the stages of development their child was at. This ensured children's changing needs were met.

The childminder had many years of experience to draw on in caring for children. She interacted in a nurturing and humorous way which enabled children to have fun and feel secure. This meant children were happy and relaxed whilst in her care. Families told us, "I have known the childminder all my adult life. I sought her out because I wanted someone like her looking after my children and I have been so happy" and "The childminder has been part of our childcare arrangements for years and has looked after all of our children. The childminding environment is a home from home, for our child and the childminder's relaxed but enthusiastic approach is why my husband and I can both work knowing 100% that our child is in the best care outside of our home".

The childminder was committed to undertaking training to support her service and was qualified to a level 7 within Scottish Vocational Qualifications (SVQs) Children's care Learning and development. The childminder holds current Safeguarding and Emergency Paediatric First Aid certificates, which helped her to keep

children's safe and care for their wellbeing. Moving forward, the childminder could ensure their knowledge of Elementary Food Hygiene is refreshed to enhance their practice.

Meeting other local childminders supported the childminder to keep up to date with new developments and to discuss good practice guidelines. We signposted the childminder to the Care Inspectorate bitesize videos and best practice documents on the Hub. This would support the childminder to further update their knowledge of current best practice.

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?	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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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