

# Potter, Nan Child Minding

Elgin

**Type of inspection:**  
Unannounced

**Completed on:**  
15 October 2024

**Service provided by:**  
Nan Potter

**Service provider number:**  
SP2003904873

**Service no:**  
CS2003008874

## About the service

Nan Potter provides a childminding service from their property in a quiet residential area located on the edge of a town. The childminder is registered to provide a care service 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 service is close to local amenities such as shops, parks and woodlands. Children are cared for in the kitchen/diner, dedicated playroom and downstairs bathroom, a lounge is also used as a quiet sleep/quiet area. Children also had access to a large enclosed rear garden.

## About the inspection

This was an unannounced inspection which took place on 10 October 2024 between 11:15 and 14:45. 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:

- communicated with 3 parents;
- spoke with 2 children and the childminder;
- observed practice and children's experiences;
- reviewed documents.

## Key messages

- The childminder's warm and respectful interactions promoted children's confidence and enabled them to feel secure and cared for.
- Activities engaged children's imagination and enriched their play and learning, they were able to try things out for themselves.
- Children's opportunities for play and learning were enhanced through connections to their own and wider communities.
- The views of families were sought to help inform the development of the setting and children's achievements were also shared with families.
- The childminder was able to reflect on and take steps to improve their practice so that children received high quality experiences
- The childminder's enabling attitude was supportive of children to feel loved, have fun in their play and to achieve their potential.

## 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?	5 - Very Good
How good is our leadership?	4 - 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?

4 - Good

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

### 1.1 Nurturing care and support

Children were clearly comfortable, happy and relaxed in their surroundings, they had formed positive relationships through the warm and nurturing approaches of the childminder. The childminder's responsive and respectful interactions promoted children's confidence and enabled them to feel secure and cared for. During a conversation at lunchtime, a child said to the childminder 'I love you' and they received a warm response back that created a smile.

Where children had personal care needs, facilities supported their independence, privacy and dignity. Children's overall development, was also supported through sensitive arrangements for sleep. The childminder understood the importance of children's individual needs and promoted good habits around sleep.

Children enjoyed sitting and eating their lunch together at the table in the kitchen/diner. It was a calm and positive social experience for all of the children. Children were keen to help in the preparation of their lunch such as pouring and measuring the water to cook their noodles and spreading their own toast. The childminder sat with the children and they all chatted together, it helped to promote close attachment and also enabled the childminder to focus on the needs of the children. Food choices were appropriate for children's dietary needs and food preferences and reflected current guidance. Children had drinks with their meals and water bottles enabled them to remain hydrated throughout the day.

The childminder had got to know the individual needs of the children well. They shared information with families on a daily basis both in person and regular electronic communication also helped to promote consistency of care. Families had been involved in the creation of the personal plan, it contained key information such as health needs, care routines, interests, likes and dislikes. However, there was an inconsistent approach to the review of the personal plan that supported a holistic approach to children's overall wellbeing. (see area for improvement 1).

We also referred the childminder to guidance on the use of chronologies, that helped with the identification of children's needs and directed action to support children well. Ref: Practice guide to chronologies - [hub.careinspectorate.com](http://hub.careinspectorate.com)

Parents strongly agreed and agreed that they were fully involved in their child's care. They always felt welcomed into the childminder's home to discuss their child's care, play and learning. They told us that there were lots of opportunities to share information and that the childminder was friendly, helpful and understanding.

We discussed the management of medication with the childminder in relation to written consent, review of as required medication and clarification of information with parents in relation to allergies. (see area for improvement 2).

### 1.3 Play and Learning

Children clearly enjoyed being able to move around the home safely and independently, both indoors and outdoors. Activities engaged children's imagination and enriched their play and learning, they were able to try things out for themselves.

Children benefited from spontaneous and planned play experiences that helped to develop their skills in language, literacy and numeracy. They played board games together that helped to develop key learning and social skills, counting and taking turns. Children enjoyed building a den in the playroom with furnishings and blankets, they enjoyed the privacy it gave and being able to hide away. It enabled them to create a special place that allowed them to express who they were. Children chose to play outside in the large garden that provided the opportunity to explore, they used magnifying glasses to search for bugs. A child found a snail and said the plant pot was its home and it was safe there. Children also had some planks and were able to practice their balancing skills.

The childminder observed and assessed children's progress and achievements, which was shared with parents. We discussed and suggested a streamlined and manageable approach as next steps were being identified but lost in the wealth of documentation. Parents strongly agreed that their child's development was supported through interesting and fun play experiences. Children had lots of variety of play indoors and outdoors that supported their learning and listening and trips included the museum and library.

Children's opportunities for play and learning were enhanced through connections to their own and wider communities. Children visited woodlands, garden centres, beach and play parks on a regular basis.

The childminder's holistic and nurturing approaches to children's wellbeing and right to play supported children's emotional resilience. They used their experience, knowledge and practice to support high quality play and learning.

#### Areas for improvement

1. To help ensure that families and children shared information that was central to the personal planning process, the childminder should establish a consistent system of review, a minimum of six monthly.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15) and 'I am fully involved in developing and reviewing my personal plan, which is always available to me' (HSCS 2.17).

2. To support the safety and wellbeing of children requiring medication the childminder should ensure that an accurate record is in place. Review all consent at least every three months or at the start of new term to check that nothing has changed.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19) and 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

## 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/people, therefore we evaluated this key question as very good.

Children benefited from being cared for in a home that was comfortable, clean and well furnished. It helped to give the message to children that they mattered. Ample ventilation and natural light contributed to children's psychological wellbeing.

The childminder had implemented infection control practices that followed best practice guidance to support children's safety. They included good hand hygiene and appropriate equipment for nappy changing such as, disposable gloves and aprons. The childminder had complied with food hygiene legislation to support safe food practices.

Children were supported to enjoy challenging and fun play experiences that also enabled them to move around freely, manage risk and learn about their own limits. Children were able to self regulate when choosing the clothing they needed when playing outdoors. The childminder was familiar with the Care Inspectorate, look, think, act campaign also known as SIMOA and practice notes that helped childminder's to keep children safe. The childminder identified and removed risks to children within the setting, both indoors and outdoors. Written risk assessments helped to identify action taken to minimise risk that supported safety and security of the children.

Arrangements for the storage of personal information complied with relevant best practice.

Children had ample space for floor play in the dedicated play room. A variety of play materials were stored in an open shelving unit, there was a play kitchen, a small table and chairs and an adult size sofa for rest and recuperation. The childminder had a variety of play materials, including crafts in easily located storage cupboards. Although play materials were rotated we suggested that children having wider access to self select from creative/literacy play and loose parts would further inspire their curiosities. Ref: loose parts play - a toolkit -hub.careinspectorate.com

## How good is our leadership?

### 4 - Good

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

The childminder had appropriate records that were readily accessible. We suggested that ensuring they were well organised and consisted of current information would assist the process of self-evaluation. The childminder had clear policies that supported them in running the service and they were shared with parents. We suggested that having a programme of review would help to ensure they reflected the provision of the setting and aligned with good practice guidance.

The childminder recognised the value of working in partnership with parents in a meaningful and supportive way. They had actively sought the views of families to help inform the development of the setting and children's achievements were also shared. We discussed how children might also be more widely consulted/involved with the childminder.

Parents strongly agreed that that they felt involved in a meaningful way to develop the service and and that the childminder often asked for feedback.

The childminder was in the process of embedding a method of self-evaluation to support improvement. To enable a consistent and manageable programme of improvement that was sustained, we discussed the benefits of a concise format for recording changes as they occurred and the impact of such changes. We also referred the childminder to the early years improvement programme for childminders - [hub.careinspectorate.com](http://hub.careinspectorate.com)

## 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/people, therefore we evaluated this key question as very good.

The childminder had a clear understanding of how children developed and learned. They had substantial experience of providing a childminding service. The childminder held a relevant early years qualifications, that supported their skills and knowledge and helped to enhance outcomes for children.

Training such as child protection, first aid, numeracy training, Science, STEM, understanding the child's plan and sign language, also supported the childminder's professional development and benefited outcomes for children. They were also a member of an organisation that supported Scottish childminders and regularly received relevant information from them. Attendance at a local childminding support group was also beneficial for the sharing of practice.

The childminder was able to reflect on and take steps to improve their practice so that children received high quality experiences. The childminder kept a record of their learning and in some instances how learning had supported their development and the difference it had made. We suggested that embedding a consistent approach to this and extending to the use of good practice guidance and research, would also aid self reflection and improvement.

The childminder's enabling attitude was supportive of children to have fun in their play and to achieve their potential. Their warmth and kindness towards the children enabled them to feel valued, loved and secure. Children's independence, confidence and curiosity was promoted as the childminder interacted in a sensitive and responsive way.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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	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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good



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