

Cleo Childminding Child Minding

Bo'ness

Type of inspection:
Unannounced

Completed on:
27 August 2024

Service provided by:
Cecile Recio

Service provider number:
SP2019990426

Service no:
CS2019373681

About the service

Cleo Childminding is provided by Cecile Recio who operates the childminding service from their family home in a residential area of Bo'ness. The childminder is registered to provide a care service to a maximum of 6 children at any one time up to 16 years of age, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers include the children of the childminder's family/household.

There is a temporary condition that states from 2 April 2024 to 25 June 2025, at the times stated below only*, the care service may be provided to a maximum of 7 children at any one time up to 16 years of age, of whom no more than 4 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers include the children of the childminder's family/household. *Tuesday and Wednesday - 08:00 to 17:00.

The service is close to local amenities including parks, shops, schools and nurseries. Within the home children have access to the living room, kitchen an upstairs bathroom and bedroom for sleeping. An enclosed garden to the rear of the property is accessible for outdoor play.

About the inspection

This was an unannounced inspection, which took place on 26 August 2024 between 10:15 and 14:00. Feedback was given to the childminder on the day of the visit. 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 registration.

In making our evaluations of the service we:

- Spoke with three children using the service.
- Gathered feedback from four families.
- Spoke with the childminder.
- Observed practice.
- Reviewed documents.

Key messages

- Children experienced warm, nurturing and respectful interactions. Their individual needs were understood and effectively responded to.
- Positive relationships with families supported effective communication and information sharing to ensure continuity of care.
- A strong focus on children's emotional wellbeing contributed to their positive attachments with the childminder and sense of security in the care setting.
- Daily experiences were planned well to support children's individual interests, play and learning. Opportunities for play and learning were enhanced through positive connections with the local and wider community.
- Quality assurance and continuous improvement contributed to the provision of high quality care and children's ongoing learning and 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?	5 - Very Good
How good is our leadership?	5 - Very 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?

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.

Quality indicator 1.1 Nurturing care and support

Children experienced nurturing and respectful interactions which contributed to their feeling of being safe, loved and well cared for. The childminder skilfully recognised children's individual cues when seeking comfort. Sensitive and warm approaches offered reassurance and encouraged children to explore and express their feelings. This promoted resilience and children's understanding of their emotions and individual needs. Strong attachments and trusting relationships with the childminder supported children to remain happy and relaxed in the care setting. Families made positive comments about the care and support their children received in the service. This included "Genuine care and affection for the children. I always feel my child is welcome and loved."

Sensitive approaches to children's personal care promoted privacy and dignity. Children were encouraged to remain involved and make decisions during their personal care experiences. This promoted independence and demonstrated respect for children and their individual wellbeing.

The childminder knew the children very well. Continually gathering and reviewing important information about their individual preferences and care needs enabled the childminder to provide the right level of care and support. Effective working with families ensured continuity of care and the successful development of additional support strategies when needed. As a result, children continued to enjoy their time with the childminder, remain settled and progress with their development. Families spoke positively about their inclusion in their children's personal plans and the level of information shared about their children's daily experiences.

Children enjoyed unhurried and sociable mealtimes. Snacks and lunches were nutritionally balanced, promoting healthy choices. Children's independence was supported as they set and cleared their own place at the table. Support was offered when needed, encouraging children to succeed. Easy access to fresh drinking water promoted hydration.

The childminder had a good knowledge of children's differing medical needs. To ensure children's continued health and wellbeing the childminder should update medication records to formally record the possible signs and symptoms which indicate specific medication is required. We advised the childminder to review the best practice document 'Management of medication in daycare of children and childminding services'.

Quality indicator 1.3: Play and learning

The childminder demonstrated a very good understanding of children's right to play and supported them well to communicate their wants and needs. They attentively listened to children and quickly responded to their requests. This demonstrated to children they mattered, and their views were valued. As a result, children were empowered to actively lead their own play and learning.

The childminder was knowledgeable about each child's stage of development and planned experiences based on their interests and individual needs. As a result, children were having fun and were supported well

to achieve their potential. Individual development plans and floor books were used well to monitor children's progress, capture their voice and gather information about what they wanted to learn. Younger children were familiar with their plans and enjoyed looking at photographs. This enabled them to revisit activities and reflect on their learning. Tracking and evaluation of children's individual progress could be enhanced by formally recording identified next steps. This will support future planning and discussions with families about how the childminder plans to help their children progress.

The childminder's sound understanding of child development and different learning approaches promoted children's continued achievement and engagement in learning through play. Children were well supported to develop skills in language, literacy and numeracy in fun and interesting ways. Early learning and communication was supported through chatting, singing, rhyming, stories and repetition. Numeracy was included throughout children's play. During our visit children had fun as they poured and measured water and counted various resources. These skills were continually encouraged through natural opportunities. For example, counting animals and objects when out on walks and weighing foods when shopping for snacks and meals. Children were busy and purposeful in their play. Skilful interactions and effective questioning encouraged children's natural curiosity and promoted wider thinking and extended learning.

Opportunities for play and learning were enhanced through strong connections with the local and wider community. For example, children enjoyed discovering the natural environment with walks along the canal, exploring woodland areas and nearby country parks. The childminder was very mindful that experiencing the natural world was supportive of children's health and emotional wellbeing. Children regularly visited an allotment where they planted, cared for and harvested fruit and vegetables. The children told us about the vegetables they had grown and that they enjoyed eating them at mealtimes. Opportunities to cook with the foods they had grown promoted important life skills and children's learning of where food comes from.

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, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children experienced a welcoming, comfortable and clean environment. Play spaces were well thought out, enabling children to confidently move around and independently select activities. Quiet areas gave children space to sleep, rest and be on their own if they wanted to. This empowered children to set the pace of their day and supported their emotional wellbeing.

Easy access to the garden promoted children's choice of where they wanted to play. Children enjoyed sensory experiences in the garden. For example, a child took their socks and shoes off and had fun as they discovered the different feelings of grass, mud and concrete on their feet. Another child spent time listening to the water in the stream. This promoted calmness and supported children's emotional wellbeing.

Children enjoyed a range of toys, games and activities which were developmentally appropriate and offered challenge. This promoted fun, learning and sustained engagement in play. Natural and open ended play materials provoked children's curiosity and discovery.

Children were supported well to understand good hand washing procedures and respiratory hygiene. Effective actions were taken to manage common illnesses and prevent the spread of infection. This protected children's health and continued wellbeing.

Children's risk of harm was reduced as the childminder ensured main play spaces were free from hazards. Written risk assessments for specific areas within the home, garden and for activities and outings were clear and identified actions to be taken to ensure children's continued safety. Children were encouraged to understand risk management through general chats and positive role modelling.

Cleaning chemicals were stored in an unlocked cupboard within the bathroom. Young children were supervised in this area. Although the cupboard was high there was potential this could be reached by some older children. Through discussions children were supported to learn and understand safety boundaries within the childminder's home. Sharp knives were stored in an unlocked drawer in the kitchen. There was potential for this drawer to be accessed by some children. The childminder told us they would take additional action to promote children's safety when they assess this to be necessary. This included reusing the safety locks already fitted on the knife drawer. We acknowledged the childminder had assessed these risks based on their knowledge of children's current developmental stage and trust of their individual understanding of risk and responsibility. Following the inspection the childminder had updated their written risk assessments to include their approach to monitoring risk of hazardous cleaning chemicals and sharp knives. We advised they share these updates with families to ensure they remain informed of the assessments made.

Children and family's confidentiality was maintained due to the childminder ensuring secure management and storage of personal information held on paper and digitally. This provided families with reassurance that personal data was managed securely.

How good is our leadership?

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.

Quality Indicator 3.1: Quality assurance and improvement are led well

The childminder demonstrated a passion to providing positive outcomes for children and their families. The vision, values and aims of the service were embedded in practice and reflective of children's experiences. The core values of love, growth and learning created a family environment that promoted children's development, achievement and overall wellbeing.

Trusting relationships between families and the childminder supported effective information sharing and encouraged families to express their views on various aspects of the service. Their contributions were carefully considered and included in the evaluation of the service. This promoted family's involvement and helped them assess their expectations and the care their children receive. Families were very happy with the level of information shared and the opportunities to share their views and develop the service. We discussed ways children could be given further opportunities to remain involved the evaluation of the service.

A reflective approach to assessing the service and children's experiences had helped to secure positive outcomes for children and families. The childminder made good use of best practice guidance and relevant quality frameworks to consider what was going well and what could be improved in the service. A clear improvement plan with identified actions had been developed. Some of these actions had been successfully completed. For example, partnership working with families had been enhanced through the recent implementation of an interactive communication tool. The childminder should continue to review and

update the improvement plan. Including target dates and further monitoring of planned actions will support the childminder to clearly track the success of desired improvements.

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, therefore we evaluated this key question as very good.

Quality Indicator 4.1: Staff skills, knowledge and values

Children experienced compassionate care. They benefitted from the childminder's passion for promoting their emotional wellbeing in a loving environment. As a result, children felt safe and secure and developed strong relationships with the childminder. Families were very happy with the relationships they and their children had with the childminder. Their comments included "We know and trust Cecile and can see how much they care for our child. Our child absolutely loves Cecile and enjoys their time there."

Each child benefitted from the childminder's good understanding of their unique personalities. Care and support was tailored to meet their individual needs and choices. Children's rights were embedded in the childminder's practice. This and the childminder's enabling attitude meant daily care and provisions were supportive of children's individual wellbeing, development and learning. The childminder spoke to children about their rights. We discussed ways children's learning and understanding of their rights could be enhanced.

The childminder was knowledgeable of varied current best practice, guidance and local and national policy. This was evident in their practice and effectively contributed to reflections and evaluation of the care and support provided. They had developed a sound understanding of the professional documents 'Health and Social Care Standards', 'Getting It Right for Every Child' and the eight wellbeing indicators, 'Realising the Ambition' and 'A Curriculum for Excellence'. These documents were successfully used to plan individualised care and support and promote children's continued development and achievement.

The childminder drew on their personal experience and previous career in early education to support the provision of high quality learning experiences. They demonstrated a desire to continue their own professional learning and actively sourced and accessed relevant development opportunities. The childminder was reflective of particular needs of children when identifying relevant training and learning. For example, supporting specific health needs. Also, promoting effective communication had led to enhancing their skills in using speech, signing and symbol tools. A reflective log of training was held which demonstrated the positive impact of training on children's experiences. This supported further reflection on practice to promote positive 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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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